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After 5 years, the projects' three programs were reviewed. The educational program, conducted in three schools, was devised to compensate for behavioral deficits and to reward positive behavior in culturally deprived children, ages 3 to 9. Children were individually assessed and rated by stages of achievement. As a result, all children made significant gains on standardized tests and performed at norms for the population. Teachers noted positive differences in the subjects' behavior. The three parent education programs, aimed at changing parental attitudes and behavior to positively influence their children's educational development, varied in practice. Although no instruments were used to test results, social workers and teachers reported increased involvement by parents. Through workshops, team meetings, and consultant services, a teacher inservice program attempted to help teachers be more effective in working with culturally disadvantaged children. The teachers and program director noted changes in the teachers' behavior and feelings. For the next year, teachers would assess new students. There was still a need for accurate instruments to assess individual behavior. (JS)

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PRESCHOOL AND PRIMARY EDUCATION PROJECT

1967-68 ANNUAL PROGRESS REPORT

to

THE FORD FOUNDATION

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Conducted

by

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PURPOSE

The intent of this report is to review the progress, problems, and findings of the project at the end of the fifth year. This review will include a description of the programs and services developed and operated, the evaluation design established, and the evaluation findings at the conclusion of the fifth year with implications of these findings for the project's sixth year.

PROJECT BACKGROUND

Goals and Assumptions

The project's objectives as stated in the original proposal to The Ford Foundation submitted in May, 1963, are four:

1. To develop an educational program for culturally disadvantaged children from ages three to nine which compensates for specific behavioral deficits and which also recognizes and rewards the positive aspects of the child's behavior.

2. To develop more effective relationships between all health and service agencies and the schools so that they can serve better the children and the parents of families living in culturally disadvantaged neighborhoods.

3. To develop ways that the school can change the attitudes and behavior of parents so that they will positively influence their children's development and education.

4. To improve the educational preparation of teachers and other professionals who are presently serving, or will serve, the culturally disadvantaged child.

These objectives were based on the following major assumptions:

1. Culturally disadvantaged children can be better prepared to succeed in the first year of school if they begin preparation while they are three to four years of age.

2. These children will do better work in the primary grades of school if the educational program for these grades is articulated with the preschool and if it is designed specifically for the characteristics of culturally disadvantaged children.

3. These children will perform more successfully in school if their physical and psychological problems are attended to.

4. Parents of culturally disadvantaged children will take a more active, positive role in assisting in the education of their children if they learn how better to perform this role.

5. Teachers will become more effective with culturally disadvantaged children if they learn more about the characteristics of these children and ways to assist them to learn.

The first year of the project, reported at length in a previous project publication[1], was concerned principally with administration and design.

By the second year of the project, the staff hypothesized that a program specifically oriented to correct certain aspects of a child's language disabilities would generate the most significant improvement in his future school performance.[2] This sixth assumption became the basis of the project's program for its second, third, and fourth years. Instead of implementing the original Objective I (developing a continuous progress program for children from three to nine) the project concentrated on the trying out of a very specific aspect of the nursery and kindergarten program: activities assumed to remediate various language disabilities in children as revealed on the Illinois Test of Psycholinguistic Abilities. The efforts of the project during these years concentrated on developing and using in the schools a preschool diagnostic language program (which became known as the ITPA program) and on providing limited in-service help to teachers which emphasized the ITPA test and the structure of the remedial program based on it.

Objective II was not implemented due to administrative problems. Objectives III and IV were influenced wholly by the type of educational program.

Inasmuch as the statistical findings for these three years gave no support to the hypothesis that children exposed to the ITPA program make better scores on the criterion measures than do children exposed to "regular" kindergartens and nurseries, or even than children with no preschool experiences, it seemed wise to shift the focus for the fifth year of the educational program (see Objective I and the first two assumptions), and to develop procedures to achieve Objective III and IV based on this revised emphasis in the educational component.

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[1] Progress Report 1963-64, Preschool and Primary Education Project, Department of Public Instruction, Harrisburg, Pennsylvania.

[2] Progress Report 1964-65, p.2-3, Preschool and Primary Education Project, Department of Public Instruction, Harrisburg, Pennsylvania.

Project Children and Families

During the first four years, there were seven project schools taking part, all of which were located in poverty areas, some rural, some suburban, some inner city. Forty children were enrolled in a nursery program in each school each year; their selection was based on specific criteria which placed them in the category of economically deprived. Demographic data on the families entering the project is listed in detail in previous annual reports. Table 1, Appendix A, gives additional data on the project families concerning social problems and other characteristics usually associated with poverty.

Due to the problem of recruiting central staff and the consequent difficulty in providing adequate supervisory and consultative services to seven pilot schools, the project for this year concentrated on three pilot schools which will from now on be called Schools X, Y, and Z. The central staff also decided not to enroll a new group of Nursery children, but instead to work at each school with the forty children who had been in Kindergarten and the forty who had been in Nursery the previous year. Ideally, then, each school would have in the project 40 children in First Grade and 40 in Kindergarten, with all children attending a full-day session. Actually, because of attrition, new enrollment, and administrative policies within each school, the numbers and practices were adapted to each situation. These differences are shown below:

Demographic Makeup	Kindergarten Organization	Number of Children	Staff
School X Rural 70% White 30% Negro	Lunch Full day	67	3 teachers
School Y Inner City 97% Negro	Home to lunch Full day	100	4 teachers 2 aides
School Z Suburban 98% White 2% Puerto Rican	2 one-half day sessions	78	3 teachers 1 aide

THE EDUCATIONAL PROGRAM

The program this year focused on Objective I from the original proposal:

> To develop an educational program for culturally disadvantaged children from ages three to nine which compensates for certain specific behavioral deficits and which also recognizes and rewards the positive aspects of the child's behavior.

The problem of how to achieve this objective was attacked in an exploratory spirit with full knowledge that the aims and procedures would continue to evolve and change as the program developed. The program was much less one of introducing new methods than of implementing several innovations that have appeared in recent years that seem most likely to be of value in achieving the goal of identifying and developing each child's individual potential.

There was no set formula or rigid set of rules to follow but rather a basic set of principles within which to operate.

Individualized Program

The basic tenet underlying the entire program is that children from so-called disadvantaged environments exhibit as many diversities in all measurable characteristics as do middle-class children. Therefore, the first consideration is to assess each child so as to decide how to articulate his school learning with what he has learned at home and how to help him move on from the point where he is. The intellectual and personal growth of each child is the prime concern.

Assessment of Individual Needs

After reviewing the current literature on the disadvantaged, on children's learning and thinking, and on the development of language and reading, the staff decided the following behaviors were important factors in present and future school success for young children.

1. Language
2. Book behavior
3. Self-selection
    a. Curiosity
    b. Interest in investigation
    c. Problem-solving
4. Group cooperation

5. Cognitive skills
    a. Observing carefully
    b. Awareness of attributes and properties of objects and materials
    c. Labeling ability
    d. Generalizing ability
    e. Awareness of contrasts and contradictions

To determine each child's status in these areas the following instruments were used:

1. Observational Check List (see Appendix B)

This informal instrument was devised by the Program Director and revised by the teachers involved. The first two sections of the check list were used as a means of structuring observations of the child in spontaneous play or work activities in order to appraise his social, investigative, and problem-solving behavior. Section III of the check list is concerned with Book Behavior and Interest in Print, and an extension was used to assess beginning reading skills. The teachers checked items under Social Behavior and Self-Direction for all children but could check under Interest in Print and Reading only when children began to exhibit some of the behavior involved.

2. Language Scale (Dr. Marion Monroe) (See Appendix C)

This informal instrument gives evidence about four characteristics of language development:

1. Willingness to communicate
2. Quality of ideas
3. Ability to define words
4. Sentence structure

3. S.M.S.G. Inventories

The subtests on this informal test provide information concerning the child's labeling ability, vocabulary, visual memory, knowledge of shapes, colors, and numbers, and his ability to order and classify. These inventories are graded but were combined into one continuous assessment for our program.

4. Metropolitan Readiness Test

This standardized test has six subtests purported to measure vocabulary, ability to comprehend phrases and

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sentences, visual perception, recognition of lower-case letters of alphabet, number knowledge and motor control, plus an adaptation of one drawing from the Goodenough-Harris Drawing Test.

No Grade Barriers

Rather than providing a Nursery, Kindergarten, First Grade Curriculum to which all children of a certain age or grade were exposed and either passed or failed, the program sought to eliminate grade barriers and attempted to group children for instruction on the basis of each child's level of functioning as reflected in evaluations resulting from assessment of their needs.

Team Teaching

The staff believed that a team of teachers, aides, and social worker would be better able to study children and provide for each child's continuous development. Therefore, the instructional staff operated as a team, planning, and evaluating together the learning experiences for all children in the program.

Stages of Growth

An instructional setting which fosters the goal of continuous progress for each child combines good evaluation procedures with no forced learnings yet free movement upward based on readiness for the next level of difficulty. In order to insure that instruction is adapted to the pupil's place in his own line of development, teachers must have in mind definite levels of language power and know the skills that are crucial at each level. Although there are actually no discrete steps or stages in human development, it is common and indeed necessary in the organization of instructional and learning tasks when we teach groups of children to identify stages of growth. Therefore, five stages are defined in this program. The names as well as the descriptions of behavior at each stage are arbitrary and have been used because they fit with the type of approach to the teaching of language skills advocated. Teachers as they attempt to match individuals with these levels must be aware of the gradual, easy, and natural way that children make the transition from one stage to the next as well as that in any one stage they are always maintaining and reinforcing learnings from the previous level and at the same time "setting the stage" for the next step in learning.

The Five Stages arbitrarily set up for this program with brief descriptions of the characteristics of the children at each stage are:

1. Stage of Group Adjustment

The children at this stage are either so hyperactive, distractive, and disinhibited that they are unable to direct and sustain attention in group learning situations, or so apathetic, passive, and dependent that they cannot participate. They have little or no interest in using the media and apparatus in the classroom, and any activity with the materials is usually purposeless. The program at this level should take the child to the point where he would be able to benefit from more teacher-structured activities designed specifically to develop the attitudes, abilities, and skills that will prepare him to profit from group instruction in academic tasks.

2. Pre-Reading Stage

These children are emotionally and socially adjusted to group-learning situations but are weak in motor, auditory, and visual skills and are unaware of the relationship of oral to written language. They have little or no interest in books, are unaware of printed symbols, and not interested in "finding out what it says." The program at this level should sharpen the child's perceptual skills by making him more aware of the details in what he sees and the sounds in what he hears and should develop the understanding that speech and written language are related - that printed words have their spoken counterparts.

3. Chart-Reading Stage

These children have developed fine visual discriminations so that they can see differences in letters and fine auditory discriminations so that they are aware of different beginning sounds in words and of rhyming sounds. They are able to memory-read Language Chart stories and are able to contribute to the development of chart stories relating to their own experiences.

4. Beginning Reading Stage

These children have developed a confident sight vocabulary and can associate most of the initial consonant sounds with their letters. They are interested in stories and books and in "finding out what it says." They read chart stories in a conversational tone and can write many of the words that are in their reading vocabulary and write 1 or 2 sentence stories on their own. They have learned these facts about the nature of reading:

1. Reading is gaining meaning - not just saying words.
2. There is a point-to-point correspondence in what is said and what is read.
3. Reading progresses from left to right and from top to bottom.
4. Written sentences begin with a capital and end with a period or question mark.
5. The first sound of a word in conjunction with the context (words that come before and after) can often help one identify the word.
6. Reading is fun.

5. Initial Independent Reading Stage

These children are eager to read a wide variety of material with a low enough vocabulary load so that they can gain meaning from it. They have developed a flexible, aggressive approach to attacking unknown words and are using their skills independently. They can write many of the words that are in their reading vocabulary and are writing five and six sentence stories about their interests and experiences.

In September the following directive was given to teachers to explain the use of these stages for grouping and instructional activities:

"All five- and six-year-olds except the extremely precocious should "fit" within this sequence. Further stages to this guide will be added to meet needs this year if necessary, and needs as these children move through the second and third years of school; they will include the kinds of curricular content and activities to insure each child's progress at his own maximum rate of learning throughout the third year of school.

"I am anticipating that most of our children will be in Stage 1 or 2 as they begin this year. There may be some who are ready to work in Stage 3.

"The characteristics described for Stages 2, 3, 4, and 5 become the instructional objectives for the preceding stage. For example, all of the behaviors described under Stage 4, Beginning Reading Stage are those that we will be directing our instructional procedures toward helping children in the Chart Reading Stage (Stage 3) to achieve.

"You are not to think of this as a finished program but rather as a tentative beginning which you will try to implement in your own setting. Your job in the project is to provide feedback and help clarify details of skill-sequencing and assessments as well as develop many activities and materials for the development of skills. All of us will be trying out, modifying and refining the program so that eventually we can prepare a working paper which will include:

a. Sequential list of the underlying factors that promote reading success, and of beginning reading skills.

b. A related series of observations or evaluations that will make it possible to assess each individual's status in these characteristics, and to develop minimum standards of development for each factor.

c. Suggested procedures and activities that will foster development to the minimum levels identified."

A guide to aid in relating ratings on the diagnostic instruments to the Instructional Stages is included in Appendix D.

Language Focus

The belief that facility in language structures and conditions what the child learns and how he learns, and also sets limits within which future learning can take place, is the basis for making language the focus of the program.

The kind of language program offered was determined by the following assumptions[3] concerning the development of language:

1. To use language to express logic is an outcome of activity and experiences, combined with language during and following the experience.

2. The young child has as much, if not more, to learn from his own active encounters with his physical environment and from his verbal exchanges with his peers as he has from the adult.

3. Oral language facility and awareness of the relationship between talk and print are developmentally prior abilities essential to the successful learning of reading and writing.

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[3] Almy, Millie, Young Children's Thinking. Teachers College Press, Teachers College, Columbia University, New York, 1966.

1. Classroom Climate and Physical Environment

a. Materials. In order to provide each child with opportunities to manipulate objects and materials and thus to learn to use language in settings appropriate to his age and stage of development, the teachers attempted to equip the classrooms with many fascinating and intriguing materials that invited selection and manipulation; water, soap suds, clay, finger paint, paper, wood, scrap materials, blocks, furniture, dishes, boxes, boards, buckets, materials to touch, look at, smell, scales, animals, string, bottles, mirrors - all kinds of things that will permit continued investigation by the children.

b. Organization or Room Arrangement. Providing the space necessary for using and manipulating equipment and materials became a problem to be solved in terms of each situation. The teachers tried to arrange the materials so as to invite, not confuse. The materials were introduced gradually and in at least two of the schools the entire classroom space allotted to the project team was thought of as one laboratory with different centers in each room; children selected the activity in which they wished to engage; when finished, they either moved to another activity in the same room, or to a different room if the materials or equipment they wished were not in the same room. Thus, classroom walls were removed figuratively, if not literally. Arrangement of desks and tables was flexible. There were no rows of desks, and no premium put on a place for every child to do directed work at the same time.

c. Classroom Climate. The teachers tried to create a climate for verbal interaction among children by encouraging conversation and initiating and supporting various kinds of interaction.

(1) Selection or Manipulation Time-Block

The daily schedule provided for a Selection Time-Block in which children were able to select the activity in which they wanted to engage. The teacher made herself available for talking with the children and raising questions with them. Parents and other volunteers from the community were encouraged to participate in this Time-Block, working with a small group, hearing and using language so that the children had the chance to talk through their experiences not only with their peers, but with adults. Thus, their personal conceptions of what they perceived were brought into dialogue with the conceptions of others and they became accustomed to the language of inquiry: of comparing, generalizing, hypothesizing, as well as learning names and properties of common objects in the environment.

The teachers' goal for Self-Selection was to help the child move toward increasing independence in selecting, toward more purposeful selection and use of materials, and toward a widening base of interest, not only in a wider variety of materials, but in varied uses of each material.

(2) Language Arts and Math Time-Blocks

The teacher encouraged interation in these Time-Blocks also, by assigning small groups to work together on independent activities while she worked with another small group, by encouraging children who understood a particular concept to help others, by permitting quiet conversation while working on independent tasks.

2. Grouping

In order to capitalize on the possibility of children learning from each other, the aim in grouping for the Selection Time-Block was heterogeneity, not only in achievement, but in years and grade. In Language Arts and Math, children were grouped on the bases of achievement in these areas, as determined by continuous assessment, so that educational experiences could be paced to the child's readiness for particular learnings. The aim was for flexible grouping and regrouping based on the team's evaluation of the changes in behavior observed as a result of the activities provided. There were mixed age and grade groups; the child's tested achievement was the criterion for placing him with "learning-mates," not age-mates.

3. The Curriculum

a. Reading and Its Language Arts Setting. The program aimed to develop the child's ability to communicate effectively first through listening and speaking, and when he showed readiness, through reading and writing. The content of his own experiences and interest became the first content of the language program. The teacher stimulated the children to discuss ideas, plan, gather information, ask questions, and make comments. They began with small group discussions, drawing on the life the child knows, and moving on to new experiences with the other children. She recorded some of his language under his drawings, and on the chalkboard. She tried to make him aware of print in his environment and, as he evinced an interest, began to record some of the language on charts, which she used as her initial reading materials for teaching sight vocabulary, skills, and for drill. As he acquired the concept of reading as talk written down, and began to develop a sight vocabulary, and the ability to use context clues and sound clues to decipher words, she encouraged him to begin writing. Once the child acquired the concepts about the nature of reading listed under Stages of Growth, Stage 4 (page 7), the teacher was free to choose from all reading methods and materials and apply intelligence in each individual case as she attempted to see that each child acquired a balanced repertoire of sight words, phonetic skills, context clues, comprehension skills, and learned to love reading.

b. Scope and Sequence. A beginning was made in defining the sequence of behaviors children were expected to achieve in Oral Language, Reading and Book Behavior. Assessments to determine each child's place in the sequence, and activities to match each behavioral objective, were also included. This Scope and Sequence needs much refining and modifying, and if it is actually to be the work of teachers, will probably be different for each team of teachers in each school. The work done this year is included in Appendix E.

c. Math Program. The S.M.S.G. Math program was used because it is a curricularly integrated program based on the philosphy that "mathematical ideas develop slowly and can be developed and understood most easily through activities that call for thoughtful manipulation of concrete objects, and those activities that make children aware of mathematics in their everyday lives."

There are no books, workbooks, or sheets for pupils in the beginning stages; only a teacher's manual with a wealth of ideas to develop set terminology and concepts in meaningful and reasonably natural situations throughout the school day, gradually moving to a definite scheduled time several days a week. As the children develop and become aware of the ideas and vocabulary stressed, a workbook is provided to check mastery of concepts only after introduction and practice with many concrete objects.

THE PARENT EDUCATION COMPONENT

Background

The original proposal to The Ford Foundation for the Preschool and Primary Education Project (May, 1963) stated as a third objective, "To change the attitudes and behavior of parents so that they will exert a positive influence on the educational development of their children."

Implementation of this objective for the previous year is described in the 1966-67 Annual Progress Report to The Ford Foundation. This description reveals that the kind of parent education program offered depends to a great extent on the philosophy and assumptions of the educational program. The educational program was a highly structured one specifically oriented to correct certain aspects of children's language disabilities assumed to be prevalent in all culturally deprived children. Therefore, the scope of the parent education was limited to the child's language performance to be consistent with the major thrust of the program. Parents were invited to attend nursery sessions to watch the teacher teaching the children various aspects of the ITPA curriculum and were then instructed in follow-up activities. The social workers were responsible for inviting parents, checking on those who didn't attend, providing seating arrangements, transportation if needed, and refreshments. Frequently they made home calls and assisted occasionally in the homework aspect of the program. This procedure was followed by School X and School Y. School Z confined its parent involvement to evening meetings at which films were shown with discussion following.

Rationale for Parent Education Program 1967-68

Assumptions

1. Abundant learning environment affects school success

One of the basic barriers to the disadvantaged child's school success stems from his inability to understand or use the language of the school. Children from middle-class homes learn this language and enter school with highly developed language and thinking skills because their homes provide an abundant learning environment for developing intellectual and language skills. This environment is one that is basically free from strong emotional and physical problems, provides a good model for language development and encourages the use of language, provides opportunity for expression resulting from direct contact with things and interaction with films and television, provides an opportunity to attack and solve problems, encourages thinking about what the child sees, hears and experiences, emphasizes intellectual achievement, and provides democratic and warm parental relationships (Adapted from Benjamin Bloom, 1964).

Because early environment affects irrevocably the child's ability to learn, the atmosphere of the home must be changed to provide an environment which will increase the probability of his continued success in school.

2. Change parents' mental health, attitudes, feelings first

Change must occur first in parents in the broad area of immediate physical needs, mental health, attitudes, feelings, and emotions before parents can integrate and apply specifics in child rearing or provide the type of home environment that will stimulate intellectual growth.

3. Change demands personal involvement

Since learning is internalized best when there is active participation on the part of the individual, effecting change in these areas calls for an educational experience for parents which has a high degree of personal involvement.

Objectives

General Objective

To develop ways the school can affect attitudinal, behavioral, and physical change in families and homes of children enrolled.

Secondary Objectives

Two secondary objectives regarding the participation of the social worker are implied:

1. To help the parents provide the type of home environment that will stimulate intellectual growth.
2. To reinforce those attitudes and behaviors of parents which do exert a positive influence on the educational development of their children.

Procedure

1. Requirements of School Staff to reevaluate roles

The goal of the parent education component of this project was to develop ways that the schools can accomplish attitudinal, behavioral and physical change in the families and homes of the children enrolled; to accomplish this goal, certain specific requirements were made of school staff. The social worker, teachers and administrators all were helped to reevaluate their roles to include a new concept of classroom teaching and parent education.

2. Open door policy

Schools were expected to welcome parents into the classrooms. The attitude of the school moved toward one of the "open door" which accepts the presence of parents as appropriate and beneficial to school, child, and parent. This involved the development of a mutually trusting attitude on the part of all, where parents were made aware that the school and teachers really care about what happens to the child and the family.

3. Group work

The social worker added group work with parents to her role, formerly primarily oriented to individual casework with families, to provide many informal group discussions and meetings in which the needs and concerns of parents are determined by sensitive listening and then met through informal workshops, trips, discussions, and other informal activities.

4. Team planning for active participation in the classroom

Teachers and social workers together planned for, supported, and encouraged observation and active participation of parents in the classrooms. Teachers began to rethink their teaching concepts to see that additional adults in the classroom could free the teacher to work with an individual child or with small groups of children; could give a child, with a few of his classmates or individually, the full attention of a listening and interested adult, so vital to the development of his oral language skills; could contribute abilities and special talents which would enrich the school experience for the children. The teacher then became an adult educator as well as an educator of children. The classroom offered parents a most practical learning experience as they observed the teacher working with children, saw their child interacting with his peers, and began to take responsibility for activities with the children at school. As parents learned through such a meaningful first-hand experience, they were encouraged to extend their understanding and skills into the home itself.

Implementation

The degree to which each individual school and its personnel were ready and able to accept and implement change in the concept of their individual and collective roles determined the measure of achievement of this parent education program in the nine months of its existence in the project. Many factors contributed to the success or failure of this year's programs in the pilot schools. Often, the social worker, teachers, or administrators did not fully understand this philosophy of how children learn and needed to clarify their own thinking before accepting it themselves and confidently interpreting it to parents. Lack of understanding and questioning of the value of the program for either children or parents led to resistance in many cases.

Although general directives were established for implementation of the objectives of the parent education component (see Appendix F), actual practice varied in each pilot area. Therefore, a discussion and evaluation of efforts to fulfill these goals will be considered individually.

1. School X

School X serves an area of 35 square miles of Southwestern Pennsylvania Appalachian Mountain Region. Housing consists of double, wooden frame structures built by mining companies as early as 1920. They are clustered in "patches" of about 50 homes usually heated by "heatrolas," a big coal-burning stove in the middle of one room. Much of the fuel is picked up on the coal dumps left from old mine shafts which are no longer worked in the area. Living conditions are described by the social worker as "miserable" for about 23% of the project's families, with three living in "deplorable" conditions. One large family is crowded into four rooms.

Of the 60 children of 50 families enrolled in September, 1967, 56 children of 47 families remained in March, 1968. All of these families were enrolled in the Ford Preschool and Primary Education Project the previous year.

Space was not always readily available for afternoon parents' meetings or for drop-in visits with the social worker because her office was used for part of the year as a teachers' lounge. The school was not geared to easy access of parents, perhaps because of the distance between homes and the school, and a general feeling on the part of the school staff that parents should not interfere with the school routine.

Large evening meetings were well attended with parents also participating in PTA meetings "having good topics." Three of the project parents, two mothers and one father, hold offices in the school PTA.

Weekly team meetings were planned and whenever possible the social worker, employed on a half-time basis, attended these meetings. Teachers and administrators saw a major function of the social worker as one of informing parents of unhappy situations concerning their children's school experience. The idea of sharing information and skills by members of the teaching team was never fully understood or accepted by the staff, so that there was little opportunity for the social worker to give or receive information about families. Team meetings were discontinued in April at the request of the project teachers, all of whom had resigned and seemed to have lost interest.

The social worker was a former teacher in this project and had conducted the parent education component last year, following carefully the highly structured program. The informal approach to group discussion, where topics were drawn from the parents rather than pre-planned and taught by the social worker, was a new and somewhat difficult concept for her. Small parent groups were established for afternoon parent discussions, which fell naturally into a division of four geographical areas. This allowed for an ideal grouping of five to seven parents; a total of sixteen small group meetings were held, with an average of four meetings for each area during the year. As the social worker and parents became comfortable with the informal format, they relaxed and the discussion included their immediate concerns. By May meetings, concrete subject matter of interest to parents was beginning to evolve. They began to plan for future discussion of family planning with the possible use of a sex education film and a resource speaker.

A calendar with school dates and a large assortment of parent education materials were sent home monthly. There was no attempt to include parents in the preparation of this material, which dealt with child rearing and was introduced by the social worker and discussed briefly at each small group meeting.

Classroom observations for parents were scheduled early in the school year. Parents came to school on morning buses with their children, and the teachers, who were not prepared for such a long observation period, felt it was a difficult situation. Further attempts by both principal and social worker to have parents come into the classroom to participate were vigorously opposed by the teachers. The parents seemed to want to speak with the teachers and to look in on the classroom on the day of their parents' meetings, and the teachers allowed them to do this.

The social worker in School X felt that she had close personal acquaintance with her families who would inform her about a family crisis regarding their own family or a neighbor. No such "emergency" requests for help, so typical of School Y, and Z, were brought to her attention, and she found no occurrences of child neglect or mistreatment. Resources available to these families included a county food stamp program, a school lunch program, and a clothing resource, with families contacting public assistance for help when needed.

Regular attendance at the small group discussion meetings grew throughout the school year. The parent interest is reflected in the desire to continue these meetings. Two of the project mothers were hired as teacher aides.

2. School Y

School Y is located in a large city in Pennsylvania with about half of the project families living in two thirteen-story, low cost, high-rise apartment buildings adjacent to the school, where living conditions are adequate, if not spacious.
The remainder live in run-down dilapidated housing, some of which is condemmed and marked for demolition, but still inhabited.

Of the 100 children of 80 families enrolled in September, 1967, 96 children of 77 families remained in March 1968. Fifty-two of the families presently enrolled were in the Ford Preschool and Primary Education Project the previous year.

The school library was made available for parents' meetings to supplement the small social worker office. A policy of the "open-door" was attempted with some reluctance on the part of both the school, where this was previously not encouraged, and parents, who were slow in accepting the idea of the school as a meeting place.

The social worker was anxious about her new role as a group discussion leader and attempted to develop group skills through classes and reading. Informal small group discussions were initiated on the last day of January, 1968. Out of subsequent monthly discussions a concern was expressed for many children who came to school without breakfast. A six-week breakfast program was initiated and its operation contributed to the development of a cohesive parent group. Thirty-two parents volunteered help with twenty-six parents actually participating at least once a week.

Other activities were planned in the mothers' group meetings where planning committees worked on a country trip and circus trip with the children, and a luncheon and museum tour for mothers. Seventy-five percent of the project parents participated in the activities offered. The parents planned a summer picnic and are continuing the parent discussion group on their own in view of the loss of School Y's Ford program at the end of June 1968.

The social worker attended and participated in the teaching team staff meetings. The teachers did not accept the role of the social worker as a team member easily, and were even reluctant to allow her to observe in the classrooms. The teachers and principal never really seemed to consider the importance of parent participation in the classrooms, which the social worker tried to initiate and enlarge, as a value to teacher, child, and parent. However, eight parents did participate in the classrooms as volunteer aides on a weekly basis. Their help was restricted to the afternoon selection period when parents were allowed to read stories, which had been selected by the teacher, to the children.

The social worker in School Y worked with the community in a number of ways to help establish and support programs available to project families. These included a Friends Nursery program, a hot lunch program in the high-rise apartment initiated by project parents, Planned Parenthood, community recreation programs, and Head Start recruitment. Casework was continued on an ongoing basis as needed. The social worker saw the evolution of her role this year as one of "neighborhood" oriented, developing out of the easier accessibility of her office, a more hospitable school setting, the informal discussion groups, and the growing development of trust on the part of parents. Families whose attitude was previously one of personal non-intervention, became concerned for one another so that problems identified themselves or were brought to the social worker's attention by others. This enabled her to offer more casework services and agency referrals.

Parent involvement and attendance grew steadily in School Y throughout the year. The end of the school year found parents enthusiastic about the new program in parent education and actively planning to continue their discussions and group projects. The social worker felt that the policy of open-door, coupled with the growing acceptance of the social worker as one with genuine concern and commitment to parents' needs, established an atmosphere which encouraged parents to come into the office "just to talk." Problems were revealed in this way which allowed her to offer her services easily. The social worker was able to innovate in her work with parents, be sensitive to the interests and needs expressed by her parent group, and help them to express these concerns in planning and participation. She accepted the value of the group work approach, and her interest to learn more caused her to enroll in a summer graduate course in social group work.

3. School Z

School Z is located in a suburban neighborhood and consists of eleven hundred and seventy units in barracks-type dwellings, some of two-story frame, and some of single-story cinder block. This development was built as temporary housing for a navy base in 1942 and is now independently owned. About 200 units are condemmed, 200-300 are unoccupied and in various stages of dilapidation, and other homes are in poor repair with inadequate plumbing and heating facilities. Trash is strewn everywhere, abandoned and disabled cars sit in yards, fires occur daily, dogs run loose in packs through the neighborhoods. While rent is low, additional charges for electricity, trash collection, screens, windows, electric burners for stoves, repairs, and fines for late rent, trash, children in vacant units, abandoned cars on property, etc. make living expensive for those who are not sufficiently organized to stay ahead. Heating these poorly insulated units is also costly in winter.

Of the 87 children of 83 families enrolled in the project in September 1967, only 68 children of 67 families remained in March 1968. Twenty-nine of the families presently enrolled were in the program last year.

The freedom given parents to come and go in the school building and the classrooms, a room, however small, designated exclusively for parents, and an attitude and accessibility on the part of administration and staff, have made parents comfortable about stopping in for informal talk at any time. This open-door policy encourages all school staff, teachers, secretaries, janitors, and involved parents, to make consistent invitations to other parents to participate in the classroom, discussion groups, and other school activities.

The last year's parent education program for the project consisted of evening meetings with occasional participation of parents on class trips. This year the weekly parent discussion group has become the primary phase of parent education and has developed the initial step in social work treatment for many of the families. The social worker's role has shifted so that she sees herself as a group member whose primary functions include getting people into the group through contacts at home and at school, helping each individual to use the group experience as fully as possible, helping the group to develop accepting attitudes toward each member and sensitivity to the expressed or implied needs of group members so that they may be discussed within the primary group or channeled into smaller interest or therapy groups, and being aware of people's readiness to lead and to be supportive in these endeavors. The group experience has become a way of identifying those who are ready for individual casework contact. The role of social worker then becomes that of facilitating the engagement of other community institutions and agencies with these parents.

The participation of parents as volunteer helpers in the classroom was developed through the classroom observations which were scheduled at the first of the school year. Initially, there was difficulty getting parents to volunteer in the regular classroom. Many had participated in Head Start classes and were very hesitant to work on the Kindergarten and First-Grade levels. Parents and teachers needed time to comprehend the new concept of the curriculum of the primary unit. Teachers were busy with their own adjustments to the new program and were originally resistive to dealing with parents in the classroom. A limited degree of parent aid in the classroom slowly developed over the school year. At this point the teachers are anxious to have the parents' help in the classroom and are convinced of the parents' valuable contribution to the classroom experience for the children. They are beginning to see themselves as teachers of parents, giving help and instruction for more effective participation.

The social worker has been an active and effective member of the primary unit teaching team. There has been consistently good communication regarding the needs of individual children and their families, and cooperation in providing for these needs. The social worker's early efforts to listen, support, and encourage teachers through the demands of change in curriculum and in accepting parents in the school setting helped these teachers to adjust and function in a new role. This social worker also works with the administration team, which supervises a Head Start Program in the same building and practices the same philosophy of curriculum for children and involvement for parents. The unification of efforts on the part of total school staff has resulted in a program which is available to all the families in the school, rather than just to those enrolled in special programs.

General Summary

The foregoing description of each school's parent education component very graphically shows that the effectiveness of such a program greatly depends upon the school's attitude toward parents as the school year begins.

There is no way to rush the process of change, which requires first an understanding of the philosophy, an acceptance of its pertinence to the school program, and a desire to implement the change in attitude and procedures necessary to accomplish this. Change must occur on the part of the school staff before a new concept and set of expectations can be presented to parents. Then they too need to go through the process of change. An appreciation of the time necessary to accomplish change and a consideration of the point along the line of developmental sequence where each school began the year accounts for the variety of results each school shows in parent education and involvement.

Each school has moved along in the development of the parent education component as it was conceived this year. The schools and the staff have been supported throughout by monthly visits of the Family Life Consultant and more frequent visits by the Program Director of The Ford Foundation Project. Growth is evident in increased parent attendance, their desire to participate, their interest in the child's school activities, and the observable changes in their attitudes about themselves, their children, and the school.

TEACHER IN-SERVICE PROGRAM

The objective for this component of the project was to bring about change in teacher attitudes and classroom behavior by providing substantial continuing assistance to the teacher aides, and social workers implementing the program.

Workshops

Two general workshops for the total staff in all three schools were held: one five-day workshop in August, and one-day meeting in January. Agenda for these are included in Appendix G. The general aim of the first workshop was to teach new concepts and techniques (including non-graded and team teaching concepts), acquaint teachers with some of the possibilities in materials, and explain the assessment instruments to be used. The parent-education consultant worked one day with social workers in order to clarify their role as team member and parent educator. The January meeting was arranged to provide opportunities for teachers and social workers to exchange ideas with others involved in the project.

Consultant Services

Twice a month the Program Director spent a day at each school. In the morning she was available to consult with individual teachers or work with the children. The aim was to show the staff ways in which every activity can be an occasion for conversation that will increase the child's vocabulary and enlarge his capacity for communicating, with the emphasis on helping each child develop.

Team Meetings

In the afternoons on these biweekly visits, substitutes were hired thus releasing the teachers from classroom duties; the Program Director participated in team meetings with the teachers, the social worker, principal, and coordinator. The aim of the Program Director was to encourage staff members to express their thoughts, observations, and feelings and to consider all these in relation to the development of children and the implementation of curricular objectives. The Program Director planned a discussion of certain aspects of the program for each meeting at every school, but it soon was evident that the teachers at each school had different needs and the discussions had to be planned according to needs of each staff. Topics discussed included materials, grouping, scheduling, individual problems of children and teachers, parent involvement, discipline, behavioral objectives, team planning, evaluation instruments, language development, and current problems of the team.

EVALUATION

Educational Program

The academic content of the program was evaluated in terms of a pretest-posttest procedure. This design included a series of measures considered appropriate because of their diagnostic value as regards the individual child, as well as their descriptive value as regards within- and between-school comparisons.

1. Testing Procedures

The Oral Language Scale (OLS), the S.M.S.G. Math Inventory (SMSG), and the Metropolitan Readiness Test (MRT) were administered to the five- and six-year-olds in both September and May as pre- and posttest measures. The Metropolitan Achievement Test (MAT) was administered only in May to the six-year-olds as an additional posttest comparison. The Metropolitan Readiness Test was used as a pre- and posttest measure because the results of September testing yielded a low pretest level of performance, and a wide range for improvement. This rationale was borne out in the posttesting, where no subject attained a perfect score.

The OLS administered was one originally devised by Marion Monroe for individual, diagnostic use by the classroom teacher.[4] Monroe states that "a child's verbal interpretation of a picture gives the teacher the opportunity to observe several aspects of language in a single, very simple, informal test."[5] The OLS consisted of one stimulus picture chosen by the tester to satisfy these criteria: (1) there should be two or more easily recognized characters in the picture, such as a boy, girl, baby, father, mother, or pets; (2) there should be a central activity or "story," such as playing a game, having a picnic, or baking a cake; (3) each character should be doing something different; and (4) the setting or background should be appropriate enough to indicate where the action is taking place, but should not contain so many items as to distract from the main theme.[5]

The picture was presented individually to each child in a child-adult situation. After rapport had been established, each child was told:

> "I want you to look at this picture and tell me
> everything you can about the picture. What
> can you tell me about the picture?"

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[4] Monroe, Marion. Growing Into Reading. New York: Scott, Foresman and Company, 1951.

[5] Ibid, p.75.

[6] Ibid, p.75.

If the child hesitated to speak, the tester added, "What do you see?" The child was then allowed to verbalize as he chose and all responses were recorded verbatim on paper by the tester. After the child's first stop, the tester probed once by saying, "Is that all?" An average of five sample verbalizations were collected for each child. After the child finished verbalizing about the picture, the tester chose five words (names of objects) which had been used by the child in his replies and asked the child to tell what each one was (e.g., "What is a wagon?"). Again all responses were recorded verbatim.

Each child's response was rated by the investigator on four five-point scales corresponding to the four subtests of the OLS:

A. Quality of Ideas 1 2 3 4 5

1. Concerned with the immediate environment.
   Objects and events are seen as separate items,
   e.g., boy, girl, dog, wagon.

2. Sees a relationship between the actor and action,
   e.g., boy is running, dog is barking.

3. Sees descriptive qualities or characteristics,
   e.g., little boy, brown dog, red wagon.

4. Can see cause and effect relationships and
   make deductions,
   e.g., little boy likes the dog, the wagon belongs
   to the little boy.

5. Can generalize situations and relate situations
   to his own experiences,
   e.g., my dog is different from the boy's dog, not
   all dogs look like that.

B. Ability to Define Words 1 2 3 4 5

1. Cannot verbalize any definition.

2. Defines by simple repetition of word,
   e.g., ball is a ball.

3. Defines by stating use or function,
   e.g., to play with.

4. Defines by stating descriptive qualities,
   e.g., made of rubber, it's red, it's round.

5. Defines by generalizing, classifying or giving a
   variant meaning of the object,
   e.g., a kind of toy, where you can dance,
   baseballs are smaller than basketballs.

C. Willingness to Communicate 1 2 3 4 5

1. Speech is blocked and/or incomprehensible.
2. Hesitates to volunteer information.
3. Can communicate basics.
4. Discusses the subject clearly.
5. In addition to clear discussion, ability to integrate present experiences with future and past.

D. Sentence Structure 1 2 3 4 5

1. Not enough verbalizing to be rated.
2. Speaks in phrases, dependent clauses.
3. Subject - verb - object linked with ands.
4. Uses complete simple sentences correctly punctuated.
5. Standard syntax, connection of related ideas, more complex sentences, use of dependent clauses.

The S.M.S.G. (School Mathematics Study Group) Inventory was also diagnostic in nature. Developed as a measure to determine placement in math ability groups, the S.M.S.G. Inventory is part of a special curriculum project for culturally disadvantaged primary school children. The test, as does the subsequent math program, emphasizes manipulable and concrete materials and relevant responses. The inventory is basically an evaluation of readiness of the children to learn mathematical concepts. The test as administered was modified somewhat for the purposes of this project and structured into twenty-five sub-sections. These sections were as follows:

1. Object Recognition - measuring the ability to name a series of commonly encountered objects.
2. Photo Recognition - measuring the ability to name a series of pictures of commonly encountered objects.
3. Vocabulary - measuring the knowledge of a series of words generally relevant to primary math processes.
4. Object Memory - measuring the short-term retention of tangible object configurations.

5. Picture Memory - measuring the short-term retention of pictured object configurations.

6. Matching Colors - measuring the ability to match samples of colors with other samples of the identical colors.

7. Naming Colors - measuring the knowledge of color names.

8. Identifying Colors - measuring the passive knowledge of color names by the ability to select the proper color when given the name.

9. Matching Shapes - measuring the ability to match samples of shapes with other samples of the identical shapes.

10. Naming Shapes - measuring the knowledge of shapes names.

11. Identifying Shapes - measuring the passive knowledge of shape names by the ability to select the proper shape when given the name.

12. Equivalent Sets - measuring the ability to construct with blocks sets of the same content as those presented on a series of cards.

13. Counting Buttons - measuring the ability to count series of buttons.

14. Counting Sets - measuring the ability to count the members of series of sets.

15. Rote Cardinal Numbers - measuring the knowledge of the sequence of cardinal numbers from 1 to 100.

16. Rote Counting by Tens - measuring the ability to count by tens from 10 to 200.

17. Recognition of Number Symbols - measuring the knowledge of number symbol names selected from 1 to 100.

18. Identification of Number Symbols - measuring the passive knowledge of number symbol names by the ability to select the proper number when given the name.

19. Marking Number Symbols - measuring the ability to write numbers selected from 1 to 100.

20. Naming Place Value - measuring the ability to name the number value of sets of objects composed of sets of tens and ones.

21. Forming Place Value - measuring the ability to form specified sets from given sets of tens and ones.

22. Ordinal Numbers - measuring the ability to indicate the correct block in a series given its ordinal position.

23. Triangles - measuring the ability to select the triangles from a display of shapes and order them from smallest to largest.

24. Circles - measuring the ability to select the yellow circles from a display of shapes and order them from smallest to largest.

25. Ordering and Classifying - measuring the ability to separate a display of shapes into categories by shape and identify the smallest numbers of each shape category.

These sections vary in difficulty primarily on the dimensions of knowledge - ability, passive knowledge - active knowledge, and concrete - abstract.

Three testers administered sections of the inventory individually to each child. After the raw score totals for each subtest were recorded, all were converted to a four-point system for purposes of evaluation. Since there were twenty-five subtests in all, a perfect score would be 100.

The Metropolitan Readiness Test administered consisted of six subtests - word meaning, listening, matching, alphabet, numbers, and copying. The MRT was devised "to measure the extent to which school beginners have developed the several skills and abilities that contribute to readiness for first grade instruction.[7] It has been suggested by the authors of the MRT, that its results may be used (1) to obtain a quick indication of the readiness of each pupil to do first grade work, especially with reference to the learning of reading and arithmetic; (2) as an objective, reliable basis for initial grouping of pupils for instructional purposes; to adapt instruction to the level of the class and of subgroups that may be organized; and (3) to determine (later) whether pupils have progressed in accordance with their readiness or aptitude, by comparing readiness test results with achievement test results or teacher grades at the end of the year.[8]

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[7] Hildreth, Gertrude H., and Griffiths, Nellie L., and McGauvran, Mary E. Manual of Directions - Metropolitan Readiness Test. New York: Harcourt, Brace, and World, Inc., 1966, p.2.

The MRT was administered to groups of twenty-five subjects by one tester, aided by two other adults as proctors. The manual was followed verbatim for actual testing procedures.

Scoring by trained personnel yielded raw scores and grade equivalent scores for the six subtests and total.

The Metropolitan Achievement Test administered in May to the six-year-olds consisted of four subtests - word knowledge, word discrimination, reading, and arithmetic skills. Some of the uses of the MAT's results as suggested in the manual are (1) to determine the planning instruction best adapted to the pupil's needs, and (2) to compare present achievement with past achievement in order to determine and evaluate rate of progress.[9]

The MAT was administered to groups of twenty-five subjects by one tester, aided by two other adults as proctors. The manual was followed verbatim for actual testing procedures.

Scoring by trained personnel yielded raw scores and grade-equivalent scores for the four subtests and total.

2. Test Results

The results from the *Oral Language Scale* demonstrated a consistent statistically significant improvement in all schools from the beginning to the end of the school year. These results are presented in Tables 3, 4, and 5 of Appendix A for Schools X, Y, and Z, respectively. A "correlated t" test for significant differences was performed on the OLS scores of all children for whom both pre- and posttest data were available. In all schools there was significant improvement with respect to the total scores, as well as the Ability to Define Words, the

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[8] Hildreth, Gertrude H., Griffiths, Nellie L., and McGauvran, Mary E., Manual of Directions - Metropolitan Readiness Test. New York: Harcourt, Brace and World, Inc., 1966, p.10)

[9] Durost, Walter N. and others. Manual of Directions - Metropolitan Achievement Test. New York: Harcourt, Brace and World, Inc., 1959, p. 19.

Willingness to Communicate, and the Sentence Structure subtests. In no school was there insignificant improvement in the Quality of Ideas subtest. There were no significant differences as determined by analysis of variance (Table 6, Appendix A) between the schools on either the pretest or posttest OLS. In addition an analysis of covariance, using pretest scores as the covariate, indicated no significant between-school OLS differences at the end of the project period.

The results from the S.M.S.G. Math Inventory demonstrated a consistent improvement in the skills measured in all schools. Inspection of the data presented in Tables 7, 8, and 9 of Appendix A indicates that for a majority of the S.M.S.G. subtests there was a statistically significant difference between the pretest and posttest scores. The statistical procedure employed was the "correlated t" test for matched data. As regards most of the subtests where significance was not reached, it should be noted that the pretest means were either perfect scores or near-perfect scores, thus limiting the possibility for identifiable improvement from pretest to posttest. An exception to this generalization is the Ordinal Number subtest, where the pretest scores were not especially high, yet there was no significant improvement. It should further be noted that, while there was consistent significant improvement in the difficult Ordering and Classifying subtest, the posttest means were still relatively low. Though development was fairly consistent across the schools, some differences are revealed by the between-school comparisons found in Tables 10, 11, and 12 of Appendix A. There were significant differences on the pre-measure total scores between schools, indicating different general starting points for the children in the various schools. Different finishing points are also indicated by the subsequent analysis of the posttest scores. An analysis of covariance with the pretest as the covariate showed that the improvement in School Z was not as great as that in either School X or School Y. This was anticipated since School Z concentrated on the language aspects of the program rather than the mathematical components. The improvement for School Z on the S.M.S.G. (Table 9) was greater in those subtest which were more linguistically oriented.

The results from the Metropolitan Readiness Test also showed consistent improvement over the course of the project (See Tables 13, 14, and 15 of Appendix A). In all schools the t-ratio of posttest and pretest scores was significant for the total scores, as well as all subtest scores, with the exception of Listening. There was significant improvement in School Y on this subtest also. Applying available norms to this MRT data results in the generalization that the project children began the year well into the "Low Normal" classification with respect to total means and subtest means. At the conclusion of the year, however, all scores were well into the "Average" category. An analysis of covariance (Table 16) failed to show a significant difference between schools on the MRT. A supplementary test, Draw-a-Man, adapted from the Goodenough-Harris Drawing Test was also administered. This test is designed to provide an index of general intellectual maturity. It is interesting to note that for all schools there was significant improvement beyond the .01 level of confidence from the pretest to the posttest (See Table 17). This evidence of improvement in intellectual maturity is corroborated by the results of a pre- and post-California Test of Mental Maturity administered at School Z. A "correlated t" analysis (Table 18) of the pretest-posttest differences demonstrated gains significant beyond the .01 level of confidence.

Since the Metropolitan Achievement Test was administered only once at the end of the project period to the six-year-old children, comparisons within our sample cannot be made. However, the mean grade equivalent scores for each subtest and each school are presented in Table 19 of Appendix A.

3. Evaluation Conclusions and Discussion

From the evaluative data presented above, it must be concluded that the project children improved consistently and significantly as regards the skills and capacities drawn upon by all the testing instrument employed. Since it was not an objective of this project to provide an experiment test of the efficacy of a technique of compensatory education, no control groups were included in the design. For this reason it cannot be determined from the presented statistical analyses whether these gains would have also occurred under other conditions. However, outside of the context of this project, there is much information available as to what development can ordinarily be expected of children similar to those here under discussion. This information is well summarized by a report of the United States Commission on Civil Rights: "While the data do not...suggest that compensatory education is incapable of remedying the effects of poverty on...academic achievement...(the fact remains) that none of the compensatory education programs have raised significantly the achievement of participating pupils."[10] It is suggested by the literature that the so-called "culturally deprived" child not only remains stationary in level of academic achievement, but, in consideration of the increasing age norms over time, he falls progressively behind that level which could be expected of him. In contrast to this picture the project children displayed great gains in performance. The reality of these gains is attested to by the regularity and consistency with which they occurred. There are no comparative norms available for the Oral Language Scale of the S.M.S.G. Math Inventory, but as regards the Metropolitan Readiness Test and the Metropolitan Achievement Test the project children fall into the average categories at the end of the year. The question of the permanency and transferability of these gains is an important one, and one which can be answered only by further research with these children.

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[10] Report by the United States Commission on Civil Rights. "Racial Isolation in the Public Schools," Vol. 1. U. S. Government Printing Office, Washington, D. C., 1967.

With respect to the specific abilities and disabilities of the children studied, it should be noted that our testing instruments revealed no lack of labeling ability for common objects and ideas. This is at variance with the opinion generally held.[11] It is either the case that the labeling subtests of the S.M.S.G. were not adequate, or that the results obtained by other investigators are not as generalizable as they are purported to be. The latter contention is supported by the fact that the OLS also showed the project children to be adequate in concrete naming. Our data would suggest rather that the problem lies in the ability to deal with abstractions. This was evidenced in all tasks requiring description in terms of attributes (color, size, texture, activity, etc.). Working within these dimensions has not been well established in the children studied.

The evaluation results, then, demonstrate that the present program facilitated uniform improvement in intellectual functioning. The abilities and development documented suggest that these children are progressing and should be given the future attention needed to maintain this progress. The evaluation results further suggest that a major effort should be made to find a means of bridging the gap between functioning at the concrete level and functioning at the abstract level. Naming and labeling ability is perhaps necessary, but apparently not sufficient.

Parent Education

Dave's "Index of Education Environment" was used to study the educational environment in the home. Twenty-five families were chosen at random from those enrolled in the Primary Education Project.

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[11] Ponder, Eddie G. "Understanding the Language of the Culturally Deprived Child." Elementary English, November, 1965, p.769.

Parent interviews were given by the project social workers and were completed by December 1, 1968. Parent answers to questions were probed to elicit specific comments, and direct quotations from parents were recorded. Each question was rated generally on a nine-point scale, using 1, 3, 5, 7, or 9 for scoring purposes. In-between numbers were used for shading if necessary. Questions were rated as an essay test would be, taking sample answers from the questionnaires, rating those by different criteria, and then rating the answers on the questionnaire from the rated samples. Averages for each category were obtained by averagingthe scores of the questions involved so that each family has a numerical rating for each of the categories.

1. Results

Averages for each pilot school are recorded on Table 2, Appendix A.

2. School X

a. Achievement Press. Ratings show that education is not considered as a means of accomplishment for the parents themselves and very moderate and uncertain occupational and educational goals are envisioned for children. Little praise for academic achievement. In the few instances where goals for higher education were expressed, no financial, mental or academic preparation is planned.

b. Language Model. These parents were rated "average" in the quality of language used. However, limited situations for the enlargement of vocabulary and sentence patterns are given to children. Children are not read to regularly, and few incidental efforts are made to improve vocabulary and language usage of the children.

c. Academic Guidance. There is little supervision, guidance or suggestion made available for the improvement of school work. There is indication of parent concern for the child's scholastic progress, but a lack of clarity about specific directions for help. There are few educational materials in the homes and little use of community facilities to promote the education of the child.

d. Activeness of Family. Activities in the home have hardly any direct educational value. Though outside activities are not educationally oriented, these activities seem to be centered around father on weekends. Very little reading is done by family members.

e. Intellectuality. Thought-provoking, educational toys are not commonly found. There are opportunities for the child to listen to thought-provoking discussions only occasionally. There is hardly any encouragement for independent thinking.

f. Work Habits in the Home. Testing in this area is incomplete for School X; however, indications are that no planning of household work is done. There seems to be a lack of emphasis on scholastic subjects for either children or the parents, who did not continue studies after their initial formal school-experience.

3. School Y

a. Achievement Press. Scores show wide differences between parents' hopes for their children and their very low aspirations for themselves. There seems to be value given to academic accomplishments, but very low knowledge of the child's school progress, or of the school program. There seems to be little emphasis on preparation and planning for higher education for children.

b. Language Model. This area is weakest in situations available to children involving books, travel or verbal interaction in the home. Some reading to children is indicated.

c. Academic Guidance. There is an absence of educational materials available in these homes. Parents seem to reflect an interest in supervising school work, but given little or no guidance, which may reflect a lack of understanding of the curriculum and the low incidence of homework required of the children.

d. Activeness of the Family. In appraising the extremely low ratings in this area, it must be remembered that many of these families are single parent homes; thus many of the questions which asked about the father's involvement with the children had to be answered negatively, and lowered the averages considerably.

e. Intellectuality. Very low scores show both a lack of material and of encouragement by family members toward thought-provoking or educational activities for children.

f. Work Habits in the Home. Little or no planning of housework is apparent in these families. Parents rarely continued any studies after leaving school.

4. School Z

a. Achievement Press. Many of the parents in School Z were high school dropouts, and appear to have only moderate academic expectations for their children, and very low aspirations for themselves. Their hopes for their children are expressed in a typical response to the question, "How much schooling do you wish your child to receive?" Parents often said, "At least through high school." The lower rating in the area of planning for the attainment of educational goals may be a reflection of the reality of their situation, which is one of coping with the present, particularly in reference to finances.

b. Language Model. Scoring indicates only a few opportunities for travel, books, or verbal interaction in the home situation. There is an indication of some attempts to read to children and some concern for improving their language use.

c. Academic Achievement. Relatively strong scores here indicate an understanding of and appreciation for the work the child brings home, rather than a stress on homework, as no school work was assigned in this school.

d. Activeness of Family. Scoring here reflects only a few family activities in the homes of educational value and limited recreational activities which do not contribute to development of the intellect. Some reading is encourage, and family members do read occasionally to the child, and for their own information or enjoyment.

e. Intellectuality. Some thought-provoking element is found in the toys and games available to these children. Little opportunity is given for the child to gain the listening ear of a parent or to receive encouragement toward the development of independent thinking.

f. Work in the Home. Moderate planning and distribution of work is practiced. A glimmer of interest in some continuity of academic activities for both children and parents is implied.

5. General Conclusions

There were some marked differences in the results of the the three schools tested. No scores averaged above 5, which is "average" on the scale of this instrument. The averages of parents tested in School Z showed scores appreciably higher in all areas. School X scored lowest in academic achievement.

School Y scored very low in areas of Activeness of Family, Intellectuality and Work Habits at Home.

There are no great differences shown between the schools in Achievement Press and Language Model variables. In the remaining four areas tested, considerable spread is evident and probably reflects the differences in the composition of the individual schools.

Social workers were instructed to give the IEE test again to those parents of the 25 families originally tested who participated most actively in the parent activities offered. Although parent participation, recorded on tally sheets, showed increase in parent involvement in all schools, the social workers felt that very few parents participated to the extent that change would be shown on IEE posttests in the seven to eight month interval. A total of nine parents were posttested, with some increase indicated in the second testing, but the small sampling makes even the most general conclusions impossible.

The social workers did see and report growth in both parents and children which they attributed to the experiences provided for parents within the school this year. Parents showed growth by joining and actively participating in group discussions; by offering help in the classrooms to teachers; by showing a greater interest in their child's school experience, with subsequent ability shown on the part of the child to emerge himself more completely and comfortably in his school experience; by expressing or rediscovering their own interests and talents; by self-recognition of their readiness for special services, and by taking steps to secure help by expressing acceptance and interest in one another, and by supporting individual efforts of others; by accepting responsibility and positions of leadership; and finally, by taking beginning steps toward greater reliance on the strengths of other members of the parent group and accepting responsibility for themselves, their families, and their community without direction from the school staff.

The group experience, supplemented by other kinds of activities, seems to offer the best approach to strengthening individual families and the community, therefore, providing an environment more satisfying and stimulating to the child. Specific suggestions and information about educating a child will only be useful to a parent when he is ready to receive and incorporate this information. This stage of readiness is only achieved when certain fundamental conditions and needs are met. It is with these basic considerations for helping parents establish greater stability and joy in family living that the parent education component has been concerned this year.

Teacher In-Service Program

The initial workshop held in August,1967 was planned on the assumption that theory must precede practice. The consultants spent the first three days explaining the basic premises and assumptions concerning how children learn, what is important for them to learn, how to find out what their needs are, and what kinds of experiences are relevant to their needs. They invited questions and even controversy, but there was little participation or discussion on the part of the teachers. The final two days of the workshop were spent introducing and explaining some of the assessment instruments and materials that could be used to determine children's needs and help children achieve behavioral goals. Written anonymous statements from teachers and social workers at the end of the week rated the workshop from "very good" to "the best workshop I ever attended."

When school started and the Program Director began her bi-weekly visits to each school, it soon became obvious that the presentation of theory first had brought about no real changes in teacher attitudes or beliefs. The teachers were willing to try the ideas proposed because they had agreed to take part in this project, but it became very clear that none really accepted the rationale underlying the program. The consultant used the mornings on her bi-weekly visits to listen to individual complaints and problems, to work with small groups of children in order to demonstrate what theory meant in practice, and to create a climate of mutual regard and trust.

In the afternoons on the biweekly visits team meetings were held at which teachers and consultant discussed their experiences in trying out aspects of the program, and their problems, and attempted to interpret them in relation to their goals for children. The success of these meetings depended entirely on the successful creation of an atmosphere of mutual regard and trust. In contrast to the assumption underlying the workshop that theory must precede practice, in these meetings action had come first and the discussions involved reflecting upon and analyzing the practice.

The workshop in January was a one-day affair, the aim of which was to bring all the teachers concerned into personal contact to share mutual successes and problems. The degree of involvement by teachers varied greatly, but in general it seemed that those with whom the consultant had been able to achieve a satisfying and relaxed working relationship in separate school team meetings were also those who participated fully in this larger group meeting.

The important aim of all the in-service activities was the professional growth of teachers. The project used no rating scales or other devices to determine this. A person who is growing professionally is generally more aware and changes can be seen in his classroom behavior. There were wide variations in teacher growth just as there are in children's, but in all of the classrooms, to a greater or less degree, observers noted a much more relaxed atmosphere, a sense of fun in relation to learning, and a greater willingness on the part of the children to become involved with materials and to stay with them. Appendix H is a statement by one teacher with twenty-years experience describing her own awareness of her initial resistance and subsequent change.

L. G. W. Sealey[12] has said that one of the best ways of judging innovation is to see whether or not teachers and children wished to carry on with it. In School Z, only three teachers in the total staff of 12 were teaching in this program; not only do these three wish to go on, but so many of the others asked to become a part of it that next year the entire school will be organized as a non-graded, team-teaching school, attempting to establish this climate for professional growth so that teachers can explore and innovate together. School Y will not be funded by The Ford Foundation, and the three young teachers at School X have all resigned for personal reasons.

In conclusion, the staff learned a great deal about in-service education. First, the same principles apply to learning whether it be on the part of children, parents, or teachers. There is the same wide variation in all characteristics, the same need to determine where each teacher is, and plan learning experiences accordingly, the same necessity to be aware of emotional needs and self-image, and the same need for teachers to verbalize their conceptions, their feelings, and their beliefs, to become thoroughly involved. A workshop similar to the first one held in August amounts to attempting to thrust someone else's point of view upon teachers and is apt not only to be unsuccessful, but to produce resentment, irritation and disharmony.

Second, teachers are not generally accustomed to consultant services and do not know how to use a consultant. They often feel threatened by any attempt on the part of the consultant to introduce any idea or suggest any change. The establishment of a climate of mutual regard and trust between consultant and teachers is the essential first step in promoting professional growth and influencing the direction of growth or accelerating it. This is easier to achieve in some cases than others. In School Z this came about gradually in a few months, in School X this was achieved almost immediately, whereas in School Y the consultant never attained this goal.

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[12] Sealey, L. G. W., "Looking Back on Leicestershire," ESI Quarterly Report (Spring/Summer, 1966), 37-41.

Third, the degree to which teachers are willing to verbalize their feelings and beliefs, to think of themselves as learners who are trying out ideas, making mistakes, evaluating their own efforts and making educational decisions will determine the extent of their professional growth. This kind of involvement depends on the establishment of mutual regard and trust, for it is only in such a climate that teachers will feel free to innovate, to make mistakes, and to accept criticism from their peers so that they can continuously analyze their procedures in terms of what happened to children.

CONCLUSIONS AND IMPLICATIONS

Educational Program

The assumption underlying the instructional program in this project is:

Children will do better work in the primary grades of school if the educational program for these grades is articulated with the preschool (and with home learnings) and if it is designed specifically for the characteristics of culturally disadvantaged children.

In light of the findings reported in the previous chapter, the following conclusions may be declared:

In all of the schools children made significant progress in all of the language and thinking skills measured by the Oral Language Scale, the S.M.S.G. Inventory, and the Metropolitan Readiness Test, except for Quality of Ideas, Ordinal Numbers, Ordering, and Classifying. The "First Grade" children who took the Metropolitan Achievement Tests at the end of the year performed at or close to the norms for the population as a whole. In School Z where the California Test of Mental Maturity was administered at the close of the 1966-67 school year, and again at the close of the 1967-68 school year, a mean gain of eight IQ points was achieved. In all three schools gains on the Goodenough-Harris Drawing Test indicate significant improvement in general intellectual maturity.

Probably more important than test measurements are the differences teachers noted in the behavior of the children. One teacher stated that "all of the children like school now - even the slow ones." The creation of a failure-free atmosphere, in which the teacher recognized individual differences in readiness for different kinds of learning activities and established expectancies in respect to the needs and backgrounds of individual children, seemed to be the key to enjoyment of school and pride and joy in the learning tasks each was engaged in."

Also evident was a steadily increasing ability to stick to a task for longer periods of time, a widening interest in different kinds of activities, increased involvement in activities, and purposefulness in working with the varied materials. The possibilities offered in involvement and self-direction on the part of the learners, as well as the opportunity to express their ideas and feelings through a variety of media, and to gain an increasing awareness and understanding of the world around them.

Because this project is only one phase of a long-range attack on the school drop-out problem, measurements at the end of eight or ten years would undoubtedly be more meaningful in terms of this ultimate objective of reducing drop-outs. Other attainments and attitudes for which at present we have no instruments but which seem more related to a student's desire to continue his education are:

1. Precise, objective thinking
2. Intellectual curiosity
3. Ability to meet new situations
4. Concern for what is going on in the world
5. Tolerance and understanding of human differences
6. Improved self-concepts

It seems that rather than measuring little pieces of behavior as is done with most achievement tests, the problem of defining the above kinds of behavior with precision, determining ways of measuring changes in the behavior of students, and devising activities for eliciting such behavior merits investigation.

Furthermore, the data analysis was in terms of means of groups, whereas the basic principle underlying the entire program is that each child must be helped to realize his potential, that there are wide variations amongst children of any given age group, and that growth can only be determined in terms of where each child started. Therefore, the staff believes that more important than group means on the instruments is each child's record of growth on the Check List items, the verbatim recorded responses on the Language Scale, and the ratings on the Metropolitan Readiness Test.

An examination of the children's Check Lists shows that all of the children did change in the desired direction in some degree. These Check Lists were used in lieu of typical report cards to discuss each child's progress with parents at scheduled parent conferences, making it possible for the teachers to describe growth in terms of changes in specific behaviors which the school considers important.

The verbatim recordings of children's responses on the Oral Language Scale provided a revealing record of growth. A random selection of one six-year old's September and May responses shows the following change:

September: A clock, a curtain, a table, a girl, a boy

table - table
clock - a clock

May: "That boy's rakin' up the leaves and the dog's draggin' some leaves in a tub and has them in a station wagon. There's a fence and a tree."

dog - a dog runs
wagon - what you ride in
tree - it got leaves on it
leaves - they fall on the ground

The above evidence reveals that in September this child was interpreting the picture in terms of the immediate and concrete, saw no relationships, but simply named isolated, separate objects. He defined words by repeating the word; he did not use sentences and his response was very limited. In May he was much more outgoing and willing to communicate, he was using sentences, and he was relating the action to the actors. He was now defining words in terms of use or some attribute of the object.

This type of assessment not only gives the teacher concrete evidence as to each child's individual growth, but also points up the need to devise the kinds of learning activities for him that are likely to get the desired behavior. It places the responsibility for evaluation on the teachers themselves.

The ratings on the Metropolitan Readiness Test also showed a change of two levels on the five-point scale for most of the children. Every child raised his rating at least one level.

The decision of all of the teachers in School Z to become involved in the program, and the expressed hopes of administrators in both School X and Z to eventually promote this kind of program in all the schools in their districts, are perhaps the surest indications that the learning experiences offered more adequately meet the needs of children than do the traditional classroom operations now prevalent in the majority of schools.

Finally, due to lack of space in the school building, the teachers in School Z had to make decisions as to which ten of one hundred Kindergarten children should stay in the program next year, as there was room for only ten more in the team of children who were in the project this year and will continue next year. The rest of these (to be First Grade) children are to be transported to several other schools in the district. The Program Director suggested a random selection of some kind. However, the teachers decided to take the ten who were recommended by their teachers as having the most difficult, persistent problems, because they felt these children would have no chance at all in a traditional school set-up, whereas the others might be able to adjust to any school situation. This fact speaks most emphatically for the value of the program both for children and teachers.

The Parent Education Program

The assumption underlying the program for parents is:

Parents of culturally deprived children will take a more active, positive role in assisting in the education of their children if they learn how better to perform this role.

No instruments were used to test the truth of this hypothesis. The Family Life Consultant, Social Workers, and teachers observed changes in parents such as increased interest and involvement in small group discussions, increased responsibility for physical needs of their children, increased insight into causes of behavior, increased responsibility for community involvement, and involvement in observations in the classroom and acting as volunteer aides to the teacher. Statements from parents indicate their belief in the value of the activities and also clearly point up changes in the direction of greater self-confidence, more concern for what's going on in the world, and greater awareness of and interest in behavioral symptoms in their children.

All of the teachers were at first resistive toward having parents actively involved in the school, but most of them gradually became aware of the value of parent involvement to the parent, his child, and the teacher herself. This change in attitude is most clearly evident in the complaint of one teacher at the end of the year that she had only one parent who came regularly as a volunteer aide; she added that she hoped that next year the social worker could get many more parents volunteering on a regular basis.

Teacher In-Service Program

The hypothesis for this component of the program is:

Teachers will become more effective with culturally deprived children if they learn more about the characteristics of these children and ways to assist them.

Again no formal instruments were used to test this hypothesis. Changes in teachers' behavior in the classroom and changes in their feelings and beliefs were noted by the Program Director and by the teachers themselves. All of the teachers involved were accustomed to operating quiet classrooms, with children sitting still, all working on the same things, with perhaps grouping in three groups for reading. They went as a group, with no talking, in straight lines, to the toilet rooms, to lunch, recess and elsewhere in the building. The children never exchanged ideas with each other as they worked. Talking was neither approved nor allowed; the teacher was interested in getting through the work of the grade with all of the children.

During the past year gradual changes in the classroom atmosphere came about until toward the end of the year, particularly in Schools X and Z,when the Program Director visited, she saw this kind of situation:

A few children in one corner working with the teacher developing a reading chart, several painting on easels, two reading to each other, several drawing, some writing stories, a few in the playhouse putting dolls to bed, several at the reading table listening to a volunteer parent reading a story. The teacher looks up and says,"Good morning," several children come forward and want to show their drawings, or stories, or ask if you would like to see all their word cards or hear them read. All the children seem interested in what they are doing, are reasonably well occupied though undirected, speak naturally and freely to each other and adults. The overall impression is one of a relaxed, comfortable, busy, interested group of children.

Records of team meetings show a consistent change toward more verbalization on the part of the teachers and increasing insight into causes of behavior and individual readinesses for various learnings.

Implications for 1968-69

During the school year 1968-1969 two pilot schools will be in operation: School X and Z. In School Z there will be twelve teachers, seven aides, the principal and approximately two hundred eight children ranging from four to seven years old. In School X there will be four teachers, one aide, and the principal working with approximately eighty children ranging from five to seven years old. The six and seven year olds in both schools were in the project last year and will be grouped for Language Arts and Mathematics according to the assessments and other information available. These groups will change as continuous diagnosis in all teaching situations provides evidence for regrouping. All four and five year olds are new to the project, and the first job of their teachers is to study these children and use their observations and the children's performance on the assessment instruments to determine needs and groupings for instruction.

One of the major concerns of the instructional program is to find more accurate and efficient informal or formal instruments to provide information about the achievements of children. The teachers decided the Check List, Oral Language Scale, and the S.M.S.G. Math inventory did provide useful information, so these will be used again. In addition, group IQ tests will be administered and a Pre-school Inventory devised by Bettye M. Caldwell will be used with four and five year olds. The central staff and teachers will continue to explore other means of determining at what point children are in language and thinking skills, as well as in emotional and social development and motor and perceptual skills.

The data analysis this year pointed up the need to ascertain and test many types of activities to help children see relationships of various kinds, to increase their ability to classify and to seriate, and to apply all learnings in new situations.

APPENDIX A (CONTINUED)

Table 2

Dave's Index of Educational Environment

Variables	School X	School Y	School Z
I Achievement Press (av.)	2.45	2.7	3.7
1a Parental aspirations for the education of the child	3.6	4.0	4.2
1b Parent's own aspirations	2.1	2.4	3.9
1c Parent's interest in academic achievement	2.7	2.2	3.5
1e Standards of rewards for educational attainment	1.9	3.7	3.8
1f Knowledge of the educational progress of the child	2.5	1.9	3.9
1g Preparation and planning for the attainment of educational goals	1.9	1.9	3.1
II Language Models (av.)	3.4	3.3	4.1
2a Quality of the language used by parents	5.6	4.5	4.6
2b Opportunities for the enlargement and use of vocabulary and sentence patterns	2.7	2.2	3.6
2c Keenness of the parents for correct and effective language use	2.0	3.1	4.3
III Academic Guidance (av.)	1.9	2.3	4.1
3a Availability of guidance on matters relating to school work	1.3	3.0	4.3
3b Quality of guidance on matters relating to school work	2.7	2.3	4.0
3c Availability and use of materials and facilities related to school learning	1.9	1.8	4.1

APPENDIX A (CONTINUED)

Table 2 (continued)

Variables	School X	School Y	School Z
IV Activeness of Family (av.)	2.2	1.5	3.8
4a Extent and content of indoor activities of the family	1.9	1.6	3.7
4b Extent and content of outdoor activities during weekends and vacations	2.8	1.3	3.8
4d Use of books, periodical literature, library and other facilities	2.0	1.7	4.0
V Intellectuality (av.)	2.6	1.4	4.4
5a Nature and quality of toys, games, and hobbies made available to the child	2.5	1.8	4.9
5b Opportunities for thinking and imagination in daily activities	2.8	1.1	3.8
VI Work Habits in the Home (av.)	1.6	1.7	4.15
6a Degree of structure and routine in the home management	1.7	1.9	4.8
6b Preference for the educational activities over other pleasurable things	1.6	1.6	3.5

Table 3

School X
Analysis of Gains on the Oral Language Scale

	Subtest	Pretest Mean	Posttest Mean	Pretest SD	Posttest SD	t Ratio
1.	Quality of Ideas	1.85	2.26	0.85	1.04	1.66
2.	Ability to Define Words	3.00	4.07	0.67	0.86	5.04**
3.	Willingness to Communicate	3.15	4.19	0.70	0.47	7.10**
4.	Sentence Structure	3.19	3.67	0.67	0.82	2.56*
	Totals	11.19	14.15	2.54	2.34	5.12**

The significance test was a "t" test for correlated data performed on the pretest and posttest scores of all subjects (n=27).
*$p < .05$, 2.06 **$p < .01$, 2.79

Table 4

School Y
Analysis of Gains on the Oral Language Scale

Subtest	Pretest Mean	Posttest Mean	Pretest SD	Posttest SD	t Ratio
1. Quality of Ideas	1.72	2.17	0.98	1.05	1.99
2. Ability to Define Words	2.45	3.65	0.89	0.88	6.01**
3. Willingness to Communicate	2.69	3.76	0.91	0.57	7.65**
4. Sentence Structure	2.24	3.48	0.82	0.72	5.95**
Totals	9.10	13.10	3.24	2.15	6.88**

The significance test was a "t" test for correlated data performed on the pretest and posttest scores of all subjects (n=30).
*$p < .05$, 2.05 **$p < .01$, 2.76

Table 5

School Z
Analysis of Gains on the Oral Language Scale

Subtest	Pretest Mean	Posttest Mean	Pretest SD	Posttest SD	t Ratio
1. Quality of Ideas	1.67	2.17	0.94	1.07	1.57
2. Ability to Define Words	2.46	3.75	0.86	0.92	5.64**
3. Willingness to Communicate	3.33	3.96	0.69	0.45	3.98**
4. Sentence Structure	3.00	3.87	0.76	0.88	4.76**
Totals	10.46	13.75	2.50	2.13	5.60**

The significance test was a "t" test for correlated data performed on the pretest and posttest scores of all subjects (n=24).
*$p < .05$, 2.07 **$p < .01$, 2.82

APPENDIX A (CONTINUED)

Table 6

Between - School Analysis of the Oral Language Scale

Analysis of Variance for Pretest

Variation	D/F	Sum of Squares	Mean Square	F-Ratio
Between	2	49.72	24.87	2.91 N.S.
Within	54	461.79	8.55	
Total	56	511.51	9.13	

Analysis of Variance for Posttest

Variation	D/F	Sum of Squares	Mean Square	F-Ratio
Between	2	11.82	5.91	1.06 N.S.
Within	54	301.05	5.57	
Total	56	312.88	5.59	

Analysis of Covariance

Variation	D/F	Sum of Squares	Mean Square	F-Ratio
Between	2	3.85	1.92	0.36 N.S.
Within	53	283.51	5.35	
Total	55	287.36	5.22	

For all analyses number of treatments = 3 and number of subjects in each treatment = 19. The pretest was used as the covariate.
*$p < .05$, 3.18 **$p < .01$, 5.06

APPENDIX A (CONTINUED)

Table 7

School X
Analysis of Gains on the
SMSG Math Inventory

Subtest	Pretest Mean	Posttest Mean	Pretest SD	Posttest SD	t Ratio
1. Object Recognition	4.00	4.00	0.00	0.00	0.00
2. Photo Recognition	4.00	4.00	0.00	0.00	0.00
3. Vocabulary	3.37	3.81	0.73	0.39	3.31**
4. Object Memory	3.18	4.00	0.82	0.00	5.08**
5. Photo Memory	2.74	3.48	0.84	0.92	3.51**
6. Matching Colors	4.00	4.00	0.00	0.00	0.00
7. Naming Colors	3.74	4.00	0.93	0.00	1.43
8. Identifying Colors	3.78	4.00	0.78	0.00	1.44
9. Matching Shapes	4.00	4.00	0.00	0.00	0.00
10. Naming Shapes	3.33	3.70	1.02	0.60	2.29*
11. Identifying Shapes	3.81	3.85	0.55	0.52	0.33
12. Equivalent Sets	3.81	3.70	0.77	1.05	-0.46
13. Counting Buttons	3.81	4.00	0.77	0.00	1.22
14. Counting Sets	3.85	4.00	0.59	0.00	1.28
15. Rote Cardinal Numbers	2.70	4.00	1.15	0.00	5.75**
16. Rote Counting by Tens	1.78	3.89	1.81	0.41	6.15**
17. Recognition of Number Symbols	2.78	3.67	1.10	0.82	4.74**
18. Identification of Number Symbols	3.15	3.78	1.08	0.63	3.53**
19. Marking Number Symbols	1.89	3.44	0.99	1.16	7.70** 4.16**
20. Naming Place Value	0.30	1.63	0.89	1.81	4.16**
21. Forming Place Value	0.30	1.52	0.89	1.79	3.80**
22. Ordinal Numbers	3.18	3.55	1.02	0.83	1.84
23. Triangles	3.70	4.00	1.05	0.00	1.44
24. Circles	3.96	4.00	0.19	0.00	1.00
25. Ordering and Classifying	0.52	2.37	1.29	1.96	3.99**
26. Totals	76.44	90.55	10.48	8.30	10.68**

The significance test was a "t" test for correlated (n=27) data performed on the pretest and posttest scores of all subjects.
*p <.05, 2.06 **p <.01, 2.79

APPENDIX A (CONTINUED)

Table 8

School Y
Analysis of Gains on the SMSG Math Inventory

Subtest	Pretest Mean	Posttest Mean	Pretest SD	Posttest SD	t Ratio
1. Object Recognition	4.00	4.00	0.00	0.00	0.00
2. Photo Recognition	4.00	4.00	0.00	0.00	0.00
3. Vocabulary	3.17	3.79	0.70	0.48	4.08**
4. Object Memory	3.34	4.00	0.92	0.00	3.77**
5. Photo Memory	2.41	3.07	1.47	0.91	2.74*
6. Matching Colors	3.86	4.00	0.73	0.00	1.00
7. Naming Colors	3.55	4.00	0.97	0.00	2.45*
8. Identifying Colors	3.62	4.00	0.96	0.00	2.09*
9. Matching Shapes	3.96	4.00	0.18	0.00	1.00
10. Naming Shapes	2.55	3.07	0.67	0.58	3.20**
11. Identifying Shapes	3.00	3.55	0.74	0.72	2.91**
12. Equivalent Sets	3.17	3.76	1.29	0.82	2.43*
13. Counting Buttons	3.41	4.00	1.10	0.00	2.82**
14. Counting Sets	3.34	3.93	1.29	0.36	2.67*
15. Rote Cardinal Numbers	1.62	3.93	0.96	0.36	10.38**
16. Rote Counting By Tens	0.79	2.07	1.56	2.00	3.68**
17. Recognition of Number Symbols	1.79	3.14	1.18	0.82	6.52**
18. Identification of Number Symbols	2.14	3.45	1.41	0.81	5.38**
19. Marking Number Symbols	1.17	2.69	1.08	1.21	7.08**
20. Naming Place Value	0.17	1.17	0.75	1.70	3.36**
21. Forming Place Value	0.27	0.90	0.90	1.56	2.13*
22. Ordinal Numbers	1.90	2.24	1.32	1.19	1.67
23. Triangles	3.76	3.69	0.82	1.02	-0.27
24. Circles	3.86	3.83	0.43	0.75	-0.25
25. Ordering and Classifying	0.14	1.10	0.73	1.79	2.54*
26. Totals	64.86	81.03	12.23	10.30	10.05**

The significance test was a "t" test for correlated (n=30) data performed on the pretest and posttest scores of all subjects.
*$p < .05$, 2.05 **$p < .01$, 2.76

APPENDIX A (CONTINUED)

Table 9

School Z
Analysis of Gains on the SMSG Math Inventory

Subtest	Pretest Mean	Posttest Mean	Pretest SD	Posttest SD	t Ratio
1. Object Recognition	4.00	4.00	0.00	0.00	0.00
2. Photo Recognition	4.00	4.00	0.00	0.00	0.00
3. Vocabulary	2.75	3.67	0.66	0.55	7.69**
4. Object Memory	3.33	4.00	0.74	0.00	4.29**
5. Photo Memory	2.29	2.83	0.98	1.07	2.25*
6. Matching Colors	4.00	4.00	0.00	0.00	0.00
7. Naming Colors	3.67	4.00	0.80	0.00	2.00
8. Identifying Colors	3.75	4.00	0.66	0.00	1.81
9. Matching Shapes	4.00	4.00	0.00	0.00	0.00
10. Naming Shapes	3.04	3.21	0.79	0.70	1.07
11. Identifying Shapes	3.58	3.83	0.76	0.37	1.66
12. Equivalent Sets	2.87	3.67	1.20	1.10	2.63*
13. Counting Buttons	3.92	4.00	0.40	0.00	1.00
14. Counting Sets	3.87	4.00	0.44	0.00	1.36
15. Rote Cardinal Numbers	1.79	4.00	0.76	0.00	13.89**
16. Rote Counting by Tens	2.29	2.71	1.67	1.84	1.11
17. Recognition of Number Symbols	2.54	2.62	1.29	1.07	0.29
18. Identification of Number Symbols	2.87	3.12	1.33	1.23	1.06
19. Marking Number Symbols	1.17	1.87	0.90	1.20	3.09**
20. Naming Place Value	0.12	0.46	0.44	1.15	1.62
21. Forming Place Value	0.29	0.42	0.84	1.15	0.77
22. Ordinal Numbers	2.67	2.83	1.31	1.14	0.55
23. Triangles	3.83	4.00	0.80	0.00	1.00
24. Circles	4.00	4.00	0.00	0.00	0.00
25. Ordering and Classifying	0.46	1.17	1.22	1.82	2.29*
26. Totals	71.62	80.67	8.29	8.25	7.46**

The significance test was a "t" test for correlated (n=24) data performed on the pretest and posttest scores of all subjects.
*$p < .05$, 2.07 **$p < .05$, 2.82

APPENDIX A (CONTINUED)

Table 10

Between - School Analysis of the SMSG Math Inventory Pretest

Analysis of Variance

Variation	D/F	Sum of Squares	Mean Square	F-Ratio
Between	2	1862.31	931.15	10.44**
Within	54	4817.90	89.22	
Total	56	6680.21	119.29	

$*p < .05$, 3.52 $**p < .01$, 5.93

Tukey A Analysis of Differences Between Group Means

School Mean	X 64.86	Z 71.63	Y 76.44
X - 64.86		6.77*	11.58**
Z - 71.63			4.81
Y - 76.44			

$*p < .05$, 6.18 $**p < .01$, 8.21

APPENDIX A (CONTINUED)

Table 11

Between - School Analysis of the SMSG Math Inventory Posttest

Analysis of Variance

Variation	D/F	Sum of Squares	Mean Square	F-Ratio
Between	2	1439.46	719.73	9.60**
Within	54	4048.01	74.96	
Total	56	5487.47	97.99	

*$p<.05$, 3.52   **$p<.01$, 5.93

Tukey A Analysis of Differences Between Group Means

	Z	X	Y
School Means	80.67	81.03	90.56
Z - 80.67		.36	9.89**
X - 81.03			9.53**
Y - 90.56			

*$p<.05$, 5.66   **$p<.01$, 7.89

Table 12

Between - School Analysis of Covariance of the SMSG Math Inventory

Analysis of Covariance

Variation	D/F	Sum of Squares	Mean Square	F-Ratio
Between	2	422.52	211.26	5.20**
Within	53	2154.07	40.64	
Total	55	2576.60	46.85	

*$p < .05$, 3.18 **$p < .01$, 5.06

F-Test Analysis of Differences Between Adjusted Group Means

	Z	Y	X
Adjusted Means	80.14	86.00	86.13
Z - 80.14		5.86**	5.99**
Y - 86.00			0.13
X - 86.13			

*$p < .05$, 4.17 **$p < .01$, 5.54

Table 13

School X
Analysis of Gains on the Metropolitan Readiness Test

Subtest	Pretest Mean	Posttest Mean	Pretest SD	Posttest SD	t Ratio
1. Word Meaning	6.95	8.73	3.42	2.42	2.54*
2. Listening	9.77	11.18	2.61	3.14	2.07
3. Matching	5.18	10.09	3.39	2.81	8.05**
4. Alphabet	7.36	13.86	4.06	3.15	9.43**
5. Numbers	9.59	14.45	4.41	3.61	6.55**
6. Copying	4.95	9.50	3.36	2.90	7.02**
TOTAL	43.41	67.82	15.90	14.12	12.50**

The significance test was a "t" test for correlated data performed on the pretest and posttest scores of all subjects (n=27)
*$p < .05$, 2.09 **$p < .01$, 2.84

APPENDIX A (CONTINUED)

Table 14

School Y
Analysis of Gains on the
Metropolitan Readiness Test

Subtest	Pretest Mean	Posttest Mean	Pretest SD	Posttest SD	t Ratio
1. Word Meaning	4.38	7.03	2.14	2.85	7.13**
2. Listening	8.21	9.48	2.25	2.63	2.58*
3. Matching	5.34	7.79	3.54	3.58	3.43**
4. Alphabet	5.03	10.48	3.53	5.16	5.60**
5. Numbers	8.17	10.59	3.79	3.95	3.96**
6. Copying	3.72	7.55	3.85	3.54	6.61**
TOTAL	34.96	52.96	15.91	17.11	8.24**

The significance test was a "t" test for correlated data performed on the pretest and posttest scores of all subjects (n=30) *$p < .05$, 2.05 **$p < .01$, 2.77

APPENDIX A (CONTINUED)

Table 15

School Z
Analysis of Gains on the
Metropolitan Readiness Test

	Subtest	Pretest Mean	Posttest Mean	Pretest SD	Posttest SD	t Ratio
1.	Word Meaning	6.58	8.47	2.60	2.56	2.43*
2.	Listening	9.21	10.26	1.91	3.13	1.17
3.	Matching	5.95	9.47	2.76	3.33	3.93**
4.	Alphabet	4.05	9.37	2.01	4.32	5.83**
5.	Numbers	9.26	12.00	4.48	4.36	2.32*
6.	Copying	5.16	8.84	3.59	4.16	4.66**
	TOTAL	40.21	58.42	11.53	18.24	4.23**

The significance test was a "t" test for correlated data performed on the pretest and posttest scores of all subjects (n=24)
$*p < .05$, 2.11 $**p < .01$, 2.90

APPENDIX A (CONTINUED)

Table 16

Between - School Analysis of the Metropolitan Readiness Test

Analysis of Variance for Pretest

Variation	D/F	Sum of Squares	Mean Square	F-Ratio
Between	2	871.68	435.84	1.94 N.S.
Within	54	12115.79	224.37	
Total	56	12987.47	231.92	

Analysis of Variance for Posttest

Variation	D/F	Sum of Squares	Mean Square	F-Ratio
Between	2	2814.42	1407.21	4.81*
Within	54	15799.79	292.59	
Total	56	18614.21	332.40	

Analysis of Covariance

Variation	D/F	Sum of Squares	Mean Square	F-Ratio
Between	2	920.77	460.39	2.67 N.S.
Within	53	9130.47	172.27	
Total	55	10051.24	182.75	

*$p < .05$, 3.18 **$p < .01$, 5.06

Table 17

Analysis of Gains on the MRT Draw-a-Man Subtest[1]

School	n	Pretest Mean	Posttest Mean	Pretest SD	Posttest SD	t Ratio
X	27	2.09	3.27	1.04	1.21	3.86**
Y	30	2.21	3.55	1.30	1.22	4.77**
Z	24	1.84	2.79	0.81	0.95	3.38**

Table 18

School Z
Analysis of Gains on the California Test of Mental Maturity[1]

	n	Mean	SD	t-ratio
Pretest	19	88.59	14.66	
Posttest	19	96.00	17.08	3.28**

[1] The significance test used was a "t" test for correlated data performed on the pretest and posttest scores of all subjects

$*p < .05$, 2.05 $**p < .01$, 2.76

Table 19

Means and Standard Deviations for the Metropolitan Achievement Test

	School X		School Y		School Z	
Subtest	Mean	SD	Mean	SD	Mean	SD
1. Word Knowledge	1.58	0.33	1.81	0.17	1.88	0.42
2. Word Discrimination	1.66	0.55	1.84	0.27	2.05	0.55
3. Reading	1.65	0.26	1.81	0.16	1.64	0.43
4. Arithmetic Skills	1.93	0.56	1.54	0.38	1.55	0.39

APPENDIX B

NAME________________________ RATING____________________

OBSERVATIONAL CHECK LIST

*A - Always
F - Frequently
S - Seldom
N - Never
(Check one of the letters when appropriate.
Otherwise write Yes or No or list or check as directed.)

I. SOCIAL BEHAVIOR

	*A.	F.	S.	N.
Does he comply with group rules?				
Is he content with no more than his share of attention?				
Is he willing to share materials and equipment?				
Does he help others when he sees a need?				
Does he accept help from others?				
Is he able to settle disputes in a friendly way on a verbal level? If not, does he mainly resort to (check) name calling hitting crying sulking				
Is he able to enjoy true cooperative play and work with others? If not, is he still at the level of solo or parallel play? (Underline)				

II. SELF-SELECTION AND SELF-DIRECTION

	*A.	F.	S.	N.
Does he make selections of his own?				
What are his most frequent choices? (list)				
Does he stay with his choice?				
Does he seem to have a definite purpose as he works?				
Does he relate his work to the ongoing topical unit?				
Does he always make the same choice?				
Is he widening his interests and choosing many kinds of materials and activities?				
Is he using materials in more creative ways?				
Does he use his time constructively? If he finishes one task, does he choose another activity?				
Is he learning to control his behavior and abide by group rules even when teacher is not imposing controls?				
Is he enthusiastic about the activities of the school?				
Does he actively participate in all activities? If not, list those in which he is interested.				

III. INTEREST IN PRINT AND READING

	*A.	F.	S.	N.
A. Book Behavior				
Does he often choose to go to the book corner?				
Does he handle books carefully and correctly?				
Does he enjoy "reading" books that have been read by the teacher?				
Is he interested in hearing stories and re-telling them?				
B. Language Chart Activities				
Is he interested in the charts?				
Does he contribute to the story?				
Is he attentive during the building of the chart?				
Does he memory-read total stories?				
Can he find and read particular sentences?				
Can he find and read particular words?				
Does he recognize these words in other context?				
Does he re-read the stories with others or alone in free time?				
Has he acquired left-to-right orientation?				
Has he acquired top-to-bottom orientation?				

C. Other Pre-Reading Activities	*A.	F.	S.	N.
Is he interested in finding out what it says - on labeled pictures and other printed materials in room?				
Can he hear and produce rhyming words?				
Can he hear and produce words with like initial sounds?				
Can he interpret pictures in story form?				
Is he aware of differences in shapes? letters? words?				

SUBJECT: Directions for Extension of Check List for Stages IV and V

TO: Teachers in Project Schools

FROM: Beatrice L. McInerney

In order to have as much information as possible for grouping for next year we need an extension of the Check List which you are going to fill out again for each child.

The Check List should be sufficient for all children (either K or 1) who have not progressed beyond the Chart-Reading Stage.

For those who have progressed beyond that stage you may simply omit all the items under III Interest in Print and Reading. We will assume that those children have acquired all the behaviors listed under III A, B, and C or they would not have received instruction on the skills and materials in the next stage.

In other words the Check List will be ample for all children still in Group Adjustment, Pre-Reading, or Chart-Reading Stage.

For those who have progressed to Beginning Reading Stage or Initial Independent Reading Stage you will need a sequence of more complex and advanced behaviors. We should work this out together but time is just too short. Therefore, I have hastily listed 14 behaviors (Reading, Written and Oral Language Behaviors) which we will use at this time. These are not all the behaviors nor perhaps the most important behaviors we have tried to help children achieve, but they will be sufficient for our use at this time and could be used as a report to the parents if you desire. They will help the parent understand (if you go through them in a conference) precisely what a child can do and will eliminate the need to use any comparative terms such as Very Good, Poor, etc., or grades such as A, B, etc.

Note that Items 1, 2, 10, and 11 have several parts to take care of more and less complex, difficult, and lengthy thought units with which the child can exhibit the particular behavior. You will fill in only to the level at which the child can operate. You may wish to modify some of the other items on which the child doesn't exhibit complete mastery by indicating what he can do. For example, Item 8 (Handwriting): You might want to add "Reverses b and d, g and p; does not space between words," or any other specific lacks in achieving the behavior indicated.

APPENDIX B (CONTINUED)

For the sight vocabulary check in Item 1 you may use either Botel's Graded Word Recognition Tests or a similar number of randomly selected words from the Basals you have been using. For the Reading Check in Item 2, use graded readers that you have not used as instructional materials. The Bill Martin Readers will not serve this purpose as there is no attempt to control vocabulary in them.

APPENDIX B (CONTINUED)

Extension of Check List for Stages IV and V

1. He identifies instantaneously and accurately ____% of a sampling of ____ pre-primer words.
   ____% of a sampling of 50 primer words.
   ____% of a sampling of ____ First Reader words.

2. He reads orally fluently and with natural intonation patterns story material containing mainly pre-primer vocabulary; primer vocabulary; 1st reader vocabulary.

3. He makes fewer than five errors per 100 running words when reading orally. Pre-Primers, Primers, First Readers. (Underline the highest level at which he can do this.)

4. He can answer correctly factual questions on what he has read. (Write the number correct out of the number asked; for example, 4 out of 5 correct.)

5. He can read silently in pre-primer material and find the answer to a specific question and paraphrase the answer, changing pronouns if necessary; for example, "I have 6 pennies," said Tom. Child paraphrases to "Tom (or he) has 6 pennies."

6. He can draw conclusions and make inferences about what he has read.

7. When he comes to an unknown word he aggressively and flexibly tries to decipher it by using beginning sounds, rhyming parts, context, picture clues or a combination of these methods. He is successful at least 50% of the time. (If he does not use all clues, underline the ones he does use.)

8. He forms all letters correctly and writes legibly. (If he has deficiencies here, list them.)

9. He can spell correctly approximately 50% of the common words he uses in his story writing.

10. He can start 90% of the words he writes by writing the initial consonant; the initial blend; the initial and final sounds. (Underline the highest level here.)

APPENDIX B (CONTINUED)

11. He writes one or two sentences about his experiences using correct punctuation and capitalization; three or four sentences. (Underline the highest level here. Note if he does not punctuate and capitalize.)

12. He sometimes uses compound subjects or predicates and dependent clauses.

APPENDIX C

ANALYSIS OF ORAL LANGUAGE

CLASSIFICATION OF ORAL LANGUAGE SKILLS TO BE ANALYZED

1. How a child thinks, as revealed by the quality of his idea.
2. How a child thinks, as revealed by the nature of his definitions of words.
3. How a child uses words, as revealed by his ability to verbalize ideas.
4. How a child uses words, as revealed by his command of sentence structure.

DIRECTIONS FOR ADMINISTRATION

A picture is selected to satisfy these criteria: (1) There should be two or more easily recognized characters in the picture, such as a boy, girl, baby, mother, father, or pets. (2) There should be a central activity or "story," such as playing a game, having a picnic, making cookies, or getting ready for bed. (3) Each character should be doing something different. (4) The setting or background should be appropriate enough to indicate where the action is taking place but should not contain so many items as to distract from the main theme.

The picture is to be presented privately to each child, who is encouraged by the teacher to "tell all about it." The teacher then records verbatim, possibly on tape, everything the child says, occasionally encouraging him with such non-directing phrases as "That's fine. Tell me some more." The child's entire verbal output is subsequently analyzed in relation to idea quality, ability to verbalize ideas, sentence structure, and use of voice and articulatory mechanism. The child's ability to define words is explored by means of a vocabulary "test," presented orally by such questions as "Tell me what a ball is," or, if the child is unable to reply, "Find one in the picture." All responses are to be recorded verbatim and analyzed.

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[1] Monroe, Marion and Rogers, Bernice. Foundations of Reading Informal Pre-Reading Procedures. Chicago: Scott,Foresman and Company, 1964.

SCALE FOR QUALITY OF IDEAS

1. Ideas fully concrete. Concerned with the immediate environment. Objects and events seen as separate items. Not concerned with relationships.

   Example (response to a picture showing a dog jumping up to snatch an ice-cream cone from a baby's hand):

   "It's about a baby and a dog and an ice-cream cone."

2. Sees some objects and events in relation to each other. Relationships seen are concerned with the concrete and the here and now. Characters are related to their actions.

   Examples (Picture as described above):
   "The baby's crying."
   "The dog's jumping up."
   "The baby's eating."

3. Sees relationships between objects and events, including relationships of size, shape, color, use, distance, and cause and effect. Begins to include in his ideas some people, things, or events farther away in time or space. Recognizes simple emotional reactions and motives of characters. Forms sensory images (visual, auditory, thermal, tactile, kinesthetic).

   Examples (picture as described above):

   "It's a hot day."
   "The baby wants the dog to go away."
   "Somebody gave the baby an ice cone."
   "The baby's scared."

4. Sees relationships of various kinds as Level 3 but tends to include the more abstract qualities as well as the concrete and immediate. Anticipates events, deduces more complex cause-and-effect relationships and time relationships. Recognizes simple character traits.

   Examples (picture as described above):

   "The dog wants to get the baby's cone. I think he's going to get it, too. He's a bad dog."

5. Ideas as at Level 4 but with the addition of some evaluation and judgment. Generalizes within the limits of his experience. Makes judgments which include the consideration of abstract concepts.

   Examples (picture as described above):

   > "People shouldn't give babies cones when dogs are around."
   > "Pets are sometimes a nuisance."
   > "Dogs don't know any better."

SCALE FOR DEFINITION OF WORDS

1. Cannot verbalize any definition. (May be able to respond to the word by pointing to the object or to a picture of the object.)

2. Repeats the name of the object or uses the name of the object in a sentence.

   Examples: "A ball is a ball."
   "I got a ball."
   "A window is...well, it's a window."

3. Defines by stating the use of the object (or shows its use with pantomime).

   Examples: "A ball is to play with."
   "A window is to see out of."

4. Defines by describing.

   Examples: "A ball is round and big and made out of rubber."
   "A window is clear-like and has window-panes."

5. Defines by classifying or by classifying plus describing. May recognize variant meanings.

   Examples: "A ball is a kind of toy, and there's a ball where you dance."
   "A window is something glass over a hole in the wall."

SCALE FOR ABILITY TO VERBALIZE IDEAS

1. No ideas clearly expressed. Talks very little or far too much. Confuses the listener through inappropriate use of words or inability to put words together to show their relationships. Frequently disorganized or even incoherent. May shrug shoulders, point to an object, or grimace without verbalizing.

2. Verbal expression of ideas severely limited, but better than at Level 1. Words may sometimes not be clearly related to one another, or they may be inappropriate or incomprehensible, or may be too few to express an idea adequately.

3. Moderately clear in verbal expression. May sometimes become either blocked or overproductive, and may sometimes use words inappropriately, but manages to express some of his ideas adequately. May digress from his subject.

4. Uses words adequately for clear expression of his ideas. Appears to be able to say what he wants to say, and does not usually talk too much. Stays on the subject; usually avoids irrelevancies.

5. Same as Level 4 but in addition to the ability to express his own ideas shows a desire and an ability to include others in a conversational manner in what he has to say. May, for example, try to exchange ideas with the teacher or with another pupil.

SCALE FOR MASTERY OF SENTENCE STRUCTURE

1. Has not mastered English syntax well enough to be understood. (In most cases the result of a non-English home background.)

2. May alter English word order somewhat in the directions of the syntax of another language, or in the direction of a regional or class pattern of English, but uses sufficiently idiomatic English to be understood.

   Examples: "That man I seen him."
   "That man I saw him."

   (The form of the verb may be acceptable or unacceptable. This is not a question of structure, although the usage and structure variations frequently occur together.)

3. Approaches somewhat nearer to standard English sentence structure. Uses large numbers of subject-verb or subject-verb-object sentences strung together with and. Frequently doesn't seem able to terminate the and...and...and sentence. Uses because in an incomplete sentence in answer to a question.

   Example: "Why did you draw a blue horse?"
   "Because I like blue."

   Probably will not use a complete complex sentence with a because clause.

   Shows relationships by running two ideas together rather than by formulating a complex sentence with an appropriate conjunction.

   Example: "I read a book my mother gave it to me."
   "I got home my mother was gone."

4. Manages more frequently to make a stop between sentences. Uses a larger proportion of complete sentences.

5. Approaches standard English syntax. Uses standard word order and a greater variety of acceptable word order. Connects related ideas by using appropriate connectors or implied connectors.

   Examples: "When I got home, my mother was gone."
   "I read a book my mother gave me."

APPENDIX D

DIAGNOSTIC INSTRUMENTS--RATINGS AND RELATION OF RATINGS TO INSTRUCTIONAL STAGES

Suggestions for determining numerical ratings on evaluation instruments, relating the ratings to the other instruments, and relating the ratings to the five stages of growth.

It is important to note at the outset that although all ratings are on a 5-point scale from low to high, we cannot equate the five points on a one-to-one basis with the five stages we have designated as bases for instructional groups. Children who are well prepared as indicated by ratings of 4 or 5 on all instruments, are probably ready for the kinds of skills to be taught at Stage 3--Chart Reading.

The following graph gives a very broad estimate of the Instructional Stages that various ratings indicate readiness for.

METROPOLITAN READINESS	E	D	C	B	A
CHECK LIST	1	2	3	4	5
LANGUAGE SCALE	1	2	3	4	5
	Group Adj.		Pre Reading	Chart Reading	

CHECK LIST--General guide for numerical ratings.

Ratings

1. Checks mainly in N Column
   Unable to check most items under III Interest in Print and Reading because child has not developed sufficient interest to engage in the behaviors to be observed.
2. Checks in I Social Behavior, II Self-Selection and Direction mainly in S and N columns. Still unable to check most items in III.
3. Checks in I and II and IIIA mainly in F Columns.
4. Checks in I and II mainly in F and A columns.
   Checks in IIIA and B mainly in F columns.
5. Checks on entire list mainly in F and A columns.

Metropolitan Readiness
Monroe Language Scale

The means of arriving at letter or numerical ratings on these instruments are given in the manuals for each.

APPENDIX E

CURRICULUM

ORAL LANGUAGE
(as developed by Project Teachers)

Group Adjustment Stage

OBJECTIVES	ASSESSMENTS	ACTIVITIES TO PROMOTE ACHIEVEMENT OR OBJECTIVES
1. He responds spontaneously with one or two remarks to questions about his experiences of a picture.	Observation Monroe Lang. Scales	Items 1-5 which are the objectives of an oral language program for the Group Adjustment Stage can be achieved through the following general activities: A teacher can provide opportunities for natural growth in language ability through free conversation, group discussion, telephone conversation, group stories, telling experiences and through dramatization of stories. 1. Plan a sequence of visits. Develop new concepts and vocabulary during the trip and in subsequent discussions. Each visit or experience should be easier for the child to talk about as he becomes familiar with more areas. 2. Use of simple pictures with one general theme then adding pictures with more details as the vocabulary improves. 3. Many types of first hand experiences in the classroom to promote conversation. 4. Making drawings illustrating a story or experience then use to tell a story. 5. Dictating a story to an adult and then illustrating.

APPENDIX E (CONTINUED)

ORAL LANGUAGE

Group Adjustment Stage OBJECTIVES	ASSESSMENTS	ACTIVITIES TO PROMOTE ACHIEVEMENT OF OBJECTIVES
2. He interprets pictures with one or two characters performing some central activity in terms of "who is doing what."	Monroe Lang.Scales	1. Through acting out parts.
		2. Picture puzzles.
		3. Allow slower child to name every item he sees. Through questions and pointing out important details the child may learn to do the same.
		4. Use of many stories, songs, rhymes, and poems read to child and then retold by child helps develop central theme.
3. He uses simple sentences with one subject and verb.	Observation	1. Making books by children. Each page has child's picture and a short sentence under it.
		2. Making up simple story or rhyme with few sentences.
		3. Planning a bulletin board with children using their work and words.
		4. Sharing items brought from home and have children do the questioning about these items brought.
		5. Many stories, poems, records to be heard by children and then expressed in children's own language by children.

APPENDIX E (CONTINUED)

ORAL LANGUAGE

Group Adjustment Stage OBJECTIVES	ASSESSMENTS	ACTIVITIES TO PROMOTE ACHIEVEMENT OF OBJECTIVES
4. He defines words by stating the use of the object.	Monroe Lang.Scales	1. Provide many types of objects and have child show what to do with items, gradually add labels. 2. Games where child using unfamiliar objects and then find uses for them. Many items placed in room for individual experimentation.
5. He has both labels and concepts for common items in school and home.	S.M.S.G. Subtest 1A	1. Games where children act out nouns (animals) verbs (dance) adverbs (quietly) prepositions (under). 2. Children list words they know of one type - toys, animals - hunt for pictures to tell about or draw and tell about. 3. Make charts of various categories - vegetables, fruits, tools, etc.
6. He recognizes pictorial representation of concrete objects for which he has labels.	S.M.S.G. Subtest 1B	1. Begin with concrete objects, replace with pictures. 2. Simple picture books, gradually make difficult. 3. Use of manipulative objects to construct or crayons to represent the concrete object. 4. Make use of pictures and slides. 5. Films and overhead projector.

APPENDIX E (CONTINUED)

ORAL LANGUAGE

Group Adjustment Stage

OBJECTIVES	ASSESSMENTS	ACTIVITIES TO PROMOTE ACHIEVEMENT OF OBJECTIVES
7. He volunteers to contribute in discussion periods.	Observation	1. Select topics or areas for discussion periods that the child knows something about and also that he is interested in. These topics and areas for discussion would be selected according to child's experience background.
		2. Create a background of new experiences by trips, stories, manual activities or manipulative devices.
		3. Have small groups for discussion so that child has opportunity to contribute more frequently.
		4. Engage the child in conversation during selection period on his particular activity.
		5. Encourage him to respond by bringing him into the conversation, if he doesn't volunteer.
		6. Do not ignore his conversation or contribution to the group at any time.
8. He converses with other children and adults in self-selection periods.	Observation	1. Engage him during selection period about his activity which he has chosen.
		2. Have him team up with one or more children in the participation of some activity necessitating conversation towards completion.

APPENDIX E (CONTINUED)

ORAL LANGUAGE

Group Adjustment Stage OBJECTIVES	ASSESSMENTS	ACTIVITIES TO PROMOTE ACHIEVEMENT OF OBJECTIVES
9. He answers questions in terms of the questions.	Observation	1. Use simple questions with simple, direct answers to start. 2. Simple games of question and answer type may be used. 3. Ask direct questions so as to narrow down possibility of answers becoming meaningless. 4. Encourage the child to think out his answer before he speaks out.
10. He sticks to the point in planned small group discussion.	Observation	1. Choose subject of discussion very definite and specific so as not to get opportunity to wander from the point. 2. Plan discussion to progress in orderly fashion of development by specific developmental questions.
11. He remembers the words in simple songs and singing games.	Observation	1. Use songs, singing games that have a repetition of words, melody, etc. 2. Use short simple songs. 3. Use short simple poems.

APPENDIX E (CONTINUED)

ORAL LANGUAGE

Group Adjustment Stage OBJECTIVES	ASSESSMENTS	ACTIVITIES TO PROMOTE ACHIEVEMENT OF OBJECTIVES
12. He assumes roles in dramatic play.	Observation	1. Dramatize stories told and read to the children. This dramatization could be just one part or scene of the story.
		2. Simple charades done by small groups.
		3. Dramatize short scenes with few children, at first, build up to participation of more children.
		4. Dramatize stories that afford all degrees of dramatic play from pantomime to more action-from non-speaking to simple speaking, to more speaking opportunities.
13. He volunteers to assume roles in planned dramatization and uses simple dialogue.	Observation	1. Use stories or nursery rhymes. Read entire story to the class. On the second reading, children say the phrases that are repeated often in the story such as "The big wolf said, I'll huff and I'll puff!" etc. At a later time, assign parts to small groups and finally to individuals.
14. He tells what is happening in his pictures.	Observation	1. First use painted pictures and ask many questions: "What time of day is it?" "What is the boy wearing?" "What season of the year is it?" - etc. Discuss a certain subject in story, then have each child draw a picture about the story. Type each child's story, as he dictates it, on the bottom of the picture. Collect pictures and put into booklet form.

ORAL LANGUAGE

Pre-Reading Stage OBJECTIVES	ASSESSMENTS	ACTIVITIES TO PROMOTE ACHIEVEMENT OF OBJECTIVES
1. He responds spontaneously to questions about his experiences or a picture and continues when requested.	Observation	1. Background of picture of story presented by the teacher. Teacher continues to build story with much excitement then ask child to continue the story.
2. He interprets picture with a central activity in terms of "who is doing what" and makes inferences about the feeling of relationships shown in the picture.	Observation	1. Use pictures and stories. Show pictures of simple objects and move towards pictures with more activity in them. Ask many questions. "What is the boy doing?" "What do you think he is saying?" If you were in this picture, what would you do, or what would you say?"
3. He uses simple sentences with compound subjects, predicates or objects.	Observation	1. At the early stage, the child often responds with one word answers. Working with small groups, use of toy telephones and puppets has been helpful in developing sentences. When enough sight vocabulary has been learned, putting simple sentences on the board and having the child read it will help develop this objective-explaining this is a sentence-it tells something or asks something. When enough writing ability has been achieved, the child can write his own sentences and read them to the group.

APPENDIX E (CONTINUED)

ORAL LANGUAGE

Pre-Reading Stage OBJECTIVES	ASSESSMENTS	ACTIVITIES TO PROMOTE ACHIEVEMENT OF OBJECTIVES
4. He defines words by describing.	Observation	1. Use of pictures or objects in the room. At first teacher may ask questions- as the language skill develops the child is given an opportunity to tell all he can about a given object. Make up riddles about the object. Later, the child can make up the riddles and ask the class.
5. He has labels and concepts for common objects in school, home and immediate neighborhood.	Observation	1. See Number 5 of Group Adjustment.
		2. Use Ben G puzzles and others which identify objects.
		3. Controlled Reader has a series of filmstrips on recognition of objects.
		4. Identification of groups.
6. He takes an active part in discussion periods.		1. Provide times when every member of the group is expected to contribute to conversation.
		2. Encourage the shy child by quickly and readily accepting his contribution.
7. He can carry on a two-way conversation with adults and other children.	Observation	1. Have puppets available for children to use during free play.
		2. Encourage children to share their joys and concerns with teachers and others.
		3. Use telephones

ORAL LANGUAGE

Pre-Reading Stage

OBJECTIVES	ASSESSMENTS	ACTIVITIES TO PROMOTE ACHIEVEMENT OF OBJECTIVES
8. He asks questions about objects, pictures, and stories and others' experiences.	Observation	1. Have a surprise box with a small peek hole. Change the contents periodically.
		2. Teacher being receptive to questions.
		3. Playschool match-up puzzles.
		4. Have objects, pictures in the room that stimulate curiosity.
9. He uses appropriate adjectives in describing the properties of objects.	Observation	1. Have boxes which contain objects that can be compared. For example, How does it feel? How does it sound?
		2. In discussion encourage the use of descriptive words. The big ball The big round ball The big round blue ball
		3. Use a bag in which has been placed several items. Allow children to take turns feeling and describing the contents.
10. He uses comparative, and superlative endings in comparing and contrasting obobjects.	Observation	1. Have cans, bottles and other objects which can be compared and arranged from smallest to largest, narrowest to widest, etc.

APPENDIX E (CONTINUED)

CURRICULUM

READING

Group Adjustment

OBJECTIVES

1. Chooses to go to the book corner frequently in selection period.
2. Can memory read many of the books that have been read and re-read to him.
3. Frequently asks to have teacher or aide read a particular book.
4. Knows that a written symbol accompanying an object or picture stands for the object or picture.
5. Knows that stories have titles or names which tell what the story is about.
6. Knows that reading is talk written down.
7. Asks "What does that say?" about signs and labels.
8. Proceeds from left to right as he memory reads from charts or books.
9. Proceeds from top to bottom as he memory reads from charts or books.
10. Proceeds from front to back as he looks at books.
11. Is aware of the one-to-one correspondence of the words he says with those on the chart or in the book.
12. Can find sentences on a chart because he is aware that sentences begin with a capital letter and end with a period or question mark.
13. Knows the difference between a statement and a question.
14. Can contribute sentences to group chart stories.
15. Can dictate his ideas about his individual pictures, day work or other experiences.
16. Can memory read group or individual chart stories.

APPENDIX E (CONTINUED)

READING

Pre-Reading

OBJECTIVES

17. Can identify both capital and small letter forms of letters frequently used in chart stories.

18. Can identify his name whenever he sees it.

19. Can write his name.

20. Can identify some of the common words used in chart stories in any context.

21. Associates common beginning consonant sounds with their letters.

22. Can tell how to begin a particular word because it sounds like "me," etc. at the beginning.

23. Can remember words-forms and therefore can write many of the words in his sight vocabulary.

24. Can read chart stories in a fluent, conversational tone with natural speech intonations.

25. Can remember and recognize a 60-80 word sight vocabulary in any context.

26. Can read books independently at the pre-primer level of difficulty.

27. Frequently chooses to read as an independent activity.

28. Can independently write one or two sentence stories about his pictures or experiences.

29. Can use the context plus the initial sound to attack words independently.

30. Can identify and write all the letters of the alphabet.

APPENDIX F

PARENT EDUCATION COMPONENT - FAMILY LIFE CONSULTANT

As school begins, teachers and preschool staff have many opportunities to speak informally with parents. We can help mothers to understand:

1. The need for her child to begin to be able to live comfortably for short periods of time away from mother in a friendly environment.
2. The need for her child to learn about himself in relation to other children, and that he can do, that he can learn.
3. What is available in this new environment for her child to explore.
4. The simple equipment and materials he will begin to use.
5. The value of play as a child's work.
6. The order of activities, what comes next and what comes before. That activities are planned around the child's age, his attention span, his need for alternating activities of active and quiet play.
7. What to expect in the way of behavior from her child as he grows in social skills.
8. That all children need to learn and grow. That we are careful not to label her child, or any other child, as he will change if we allow him the freedom to grow and develop.

Prepared by Mrs. Barbara Durr
Family Life Consultant
October 4, 1967

SOME FIRST STEPS TOWARD PARENT INVOLVEMENT

COMMUNICATION

Verbal

It is necessary that each school staff member take time to develop rapport with parents through individual contacts such as the initial meeting with the parent, home visits, in the halls at school, on a chance meeting in the neighborhood, and at group meetings.

Written

Written materials can help to keep parents informed through school notices sent home with children, developing some regular bulletin or newsletter which parents can look forward to and rely upon for news and announcements, a calendar for each month with dates of special activities and holidays marked on it, a bulletin board especially for parents at school, and occasional mailing of announcements to each home.

GETTING ACQUAINTED

1. Provide parents with a list of the children and parents in their child's class.
2. A sketched map of the school area is helpful.
3. Provide a list of the names of the school staff and their jobs.
4. Through individual interviews or at group gatherings, make note of parent interests, suggestions for discussion topics, suggestions for children's activities, concerns for their child's needs, and assessments of their child's growth. Acknowledge and use these at school.
5. Provide name tags at meetings to encourage parents and staff to learn each others' names.

PARENT ROOM

1. Provide a space at school for parents.
2. Have coffee available; food when possible.

3. Gather a supply of books and magazines for parents to take home.
4. Be available to parents in the Parents' Room as much as possible.
5. Plan regular Discussion Group times with parents here.

BABYSITTING

1. Plan to provide babysitting for daytime and evening meetings when parent groups are regularly scheduled to meet, and on special occasions.
2. Make use of the possible resource of outside volunteer help to care for preschool children, and/or
3. Help parents to share this responsibility.

PARENT MEETINGS

1. Evening meetings may be the only opportunity for contact with fathers and working mothers. Set dates for these and inform parents on some regular basis.
2. Some schools have evening meetings in conjunction with PTA or Home & School meetings.

OBSERVATION IN THE CLASSROOMS

1. Develop a plan for parent observation with teachers, principal, and coordinator.
2. Plan for small groups of parents to observe at a time.
3. Meet with parents first to prepare them for observation, observe with them for a short period in the classroom, and meet with parents immediately following the classroom observation for discussion and questions.
4. Ask the teacher observed to be present, if possible, for all or part of the discussion period.

PARENT PARTICIPATION IN THE SCHOOL SETTING

1. Help each parent find some way that he or she can feel a part of the school setting.

2. Be alert to those parents who indicate interest or show readiness for helping in the classroom.

3. Help classroom volunteers by acquainting them with rules and procedures, giving them further observation time, and showing them what they can do to help the teachers. Then support them through their experience of helping in the classroom in any way indicated to make their participation successful.

4. Find other ways that parents can help the school.

5. Acknowledge all parent help via newsletter or in other ways.

PARENT TRIPS

1. Begin to get parent suggestions and be alert to interests that might lead to a trip for parents.

2. Be resourceful in planning transportation for trips nearby.

3. Scout the immediate community for meaningful, informative places to visit.

SLIDES, MOVIES, PICTURES

Pictures of children in school are sure-fire at parent meetings. Parents love to see their children (and themselves) in pictures. It is also a very effective way to help parents better understand the school program.

CLASS MOTHERS

One or two mothers can be found to help each teacher. There are innumerable ways they can help, such as:

1. Planning special activities for children.

2. Recruiting mothers to volunteer help at school.

3. Arranging exchange of babysitting so parents can volunteer.

4. Serving refreshments at meetings, etc.

APPENDIX F (CONTINUED)

CLOTHING EXCHANGE

1. Find a place where parents can trade needed item such as boots and coats.
2. Use the resources of the groups in the larger community to give you good used item to add to the "exchange."

APPENDIX F (CONTINUED)

DISCUSSION

Parent discussion groups are based on the conviction that where free and open discussion is encouraged, changes in behavior are most apt to occur.

Our goal is to initiate some changes in this group which has been called "deprived." In order to effect change, we need to explore feelings and factors of family life with parents, and try to develop with them other methods of functioning which might help them provide an environment more conducive to the growth and development of the family group.

It takes lots of talking and learning to produce change in practice. Many of our parents are handicapped with feelings of despair, inadequacy, and hopelessness. Their pattern may be one of escape from the reality of their responsibilities. Talking together helps people to begin to understand and accept their own feelings. They can then be more accepting and empathetic to the feelings of others. Another value of free discussion comes from the group support and help derived when mutual experiences and feelings are shared. We want to help people to develop inner strength and an ability to share their strength with one another. We want to foster self sufficiency.

In order to change conviction or belief, an individual must first experience doubt and unrest and go through a period of inquiry. An individual must first question what he is doing before he or she can accept added or new information. It is often a painful procedure. A great deal of support is necessary from the person who leads parents into questioning their methods of child rearing.

* * * * * *

I have gathered a few suggestions to get you started with a parent discussion group:

1. The physical setup

People should be comfortable, seated perhaps in a circle so that group members can see each other easily. Keep distraction to a minimum. Small groups are best. Consider a division of people into small groups if you find yourself with a large group of parents. These groups should be open to friends and neighbors. Introductions or name tags may help initially to get people to know one another. Keep it informal. Serve refreshments. Provide babysitting.

2. Adopt an accepting attitude

This leaves people free to say anything. You may get some startling reports and subject matter in the group. Place your emphasis on understanding and listening rather than on specific answers to problems. There are many ways to look at a situation. Rid yourself of a "one preconceived way" of treating a problem.

Deal lightly with interpretation of behavior. Be non-judgmental. Of course, you don't have to agree with everything either. Just encourage the idea that there are many ways to look at a situation.

Empathize with parents. Remember that children are "an emotionally draining experience" for all parents, especially during the early years.

3. Encourage inquiry

A questioning group is a good one, exercising their right to clarification.

4. Allow comments to flow

Listen, encourage, pass the conversational ball around. Ask "What do you think?" "Don't you think?" implies they don't." If discussion seems to be getting out of bounds, beyond the educational level, step in and change the course of discussion. By making a general comment you can then redirect and control emotional feelings which might be taking over.

5. Keep intellectualizing to a minimum

Such learned comments are deadly in discussion. However, such statements are a handy tool to use to control the course of discussion if emotional feelings get in the way of good interaction.

6. Protect individual group members from revealing too much

Our discussion groups are not meant as therapy, though in a sense they are. Their emphasis is education and clarification, with opportunity for parents to express themselves. This means we deal with things on a conscious level. Don't probe. Be ready to step in to protect an individual's privacy. As a general rule, individual children should not be discussed before the group. Specific problems are often not appropriate. It is better to generalize on these and let it be known that you are available to discuss individual situations privately.

7. Teach by example

Focus on what is happening in the school situation. Comment on how the adult staff works with children. When you observe a classroom situation with a group of parents, you can get into areas of child behavior and development. Discuss what would happen if a situation you saw was handled in this way, or in another way, inferring that there are many possible ways to respond to a situation. Encourage individuals to share their attempts to cope with a problem. Comment on an example which a member of the group has handled with success.

8. Puzzle with the group

When asked a question, involve the group in throughtful conversation. Look together at many different approaches to a problem.

People seldom want your advice. They usually just want a sympathetic ear. Give parents the understanding and confidence to make their own personal decisions regarding child rearing. This is much more exciting to parents than a list of do's and don't's.

When asked a direct question be sure to find out what the person is really asking. When you are sure you understand the question, you can give a few practical suggestions or make an observation, using care that the parent does not feel judged or that his child is inaequate.

9. Minimize defensive feelings

Do this by not pointing a finger at parents. You can't teach people on the defensive. Criticism or too much direct suggestion makes the parent feel guilty, humiliated, inadequate and resistive. Rather, help them to accept themselves with less criticism and resentment.

Always build on the ego strengths you find in people. Always work with personality strengths. Constantly look for those attitudes and behaviors which you can support and comment on them.

10. Use your sense of humor

11. Do not allow yourself to be forced into a superior role

The lecturer- expert role prohibits discussion. Bring about a relationship of equality in a free and friendly conversation. Exploring with others our feelings, attitudes, beliefs, and practices in child rearing and family living implies that knowledge and methods are not as important as they may seem. Discussion should help parents to believe in themselves.

It is comforting to see that other parents have problems too. It is nice to have lived through a problem someone else is experiencing. If a parent can give someone else a little help, the benefit of her experience, it feels good. Let your parents experience the role of expert in the group.

Resist the urge to decide what the group will do or talk about. Topics for discussion must come from the needs expressed by the parents in the group. Let individuals take the initiative in the conversation. Keep your antenna up. Bring out areas of interest to them. Get them started and if possible continue a subject which has interested them at the next session. By taking cues from the people you are working with, you will be led to paths of discussion you could never have envisioned yourself. Let topics grow.

The greatest common denominator for the group is their mutual role as parent of a young child. Therefore it can be assumed that much discussion will center around child rearing. To understand how the child feels, parents often need to refer back to his or her own feelings as a child. Parents also need first-hand experiences, experimenting with materials and taking the trips, just as their children do in school. This helps them to develop an understanding of their child's school life.

Parents may be more interested in coffee and talk than in working on projects. Parents need time to discuss neighborhood concerns and to develop a sense of community so that they may begin to glimpse a role that they can play in community life.

12. Be aware of the general stages of group growth

These stages parallel the human growth cycle. Each group has to do its own growing.

(1) Organizational (infant or dependent stage)

The group needs leadership, time to get acquainted, to develop independence.

(2) Organized and Functioning (adolescent stage)

The leadership may be challenged. There will be conflict, and even dropping out. This stage may go on for some time. We need to keep the group sensitive to the right of each member to contribute. The group may need help to accept differences among the membership. The group needs to be aware that this is a developmental stage, which is expected in the group growth process.

(3) Democratic (mature stage)

The group comes of age. There is cooperative, shared leadership. The majority accepts common goals. The climate is helpful, established, creative, friendly, enjoyable. It is not common to develop a democratic group within a short time. It takes a long period of group living to achieve maturity, though glimmers of a democratic group may appear from time to time. Furthermore, a group can be expected to occasionally revert back to a former stage of development, much as an individual will do as a part of his normal growth process.

13. Watch for signs of leadership

When parents show readiness for responsibility, give them the support they need for a successful experience.

* * * * * *

Do not expect smooth sailing as a group leader. Where all is sweetness and light you have probably developed a dependent group. Leading parent discussion groups is an exciting, exhausting, deflating, dynamic experience. It is great exercise in developing one's ability to observe, to listen, to sharpen perception, to see different attitudes, and to get to know people.

Barbara Durr

January, 1968

APPENDIX F (CONTINUED)

TO: Social Workers November 14, 1967

FROM: Barbara Durr

SUBJECT: Records of Parent Education

1. RECORD OF VOLUNTEER TIME

It is most important that an accurate record is kept of time given by volunteer parents. It has been suggested that these sheets be posted in the classroom. Ask the teacher to see that parents who volunteer record the time they give. Encourage parents to write in comments. Teachers should turn in these Volunteer Time Sheets to the Social Worker at the end of each week, adding any comments of their own evaluating the parent participation.

2. ACTIVITIES OFFERED TO INVOLVE PARENTS

The activities offered parents in the parent education program should be recorded on this sheet. These activities might include parent meetings, observation sessions, discussion groups, training sessions for classroom volunteers, trips, etc. Evaluate the effectiveness of the activity you offer in the Comments column. Include comments you might have received from parents.

Social Workers are responsible for keeping all records of parent participation. Record any comments of parents or teachers regarding activities or volunteer time. These comments will be helpful to you in planning ongoing education for parents. The social worker will want to meet on a regular basis with parents who particpate in the classroom.

It is assumed that each of you regularly keep records of all home visits and individual contacts with parents as a part of the case work component of your role as Social Worker. We should be able to include the number of such individual contacts in our compilation of parent education offered by you at the end of the year.

APPENDIX F (CONTINUED)

Social Worker:
School:

ACTIVITIES OFFERED TO INVOLVE PARENTS

Date	Activity Offered	Parents Present	Comments

Some Suggestions for Planning Parent Observation of the Classroom

1. Assign parents a day for observation which is convenient to them and to the teacher.

2. Limit the number for each session to a small group which can be easily seated in the classroom and comfortably gathered in a room for discussion.

3. On the observation day, gather parents together before the observation to acquaint them with what they will see, what to watch for, where to sit in the classroom and how long they will observe. (20 minutes to ½ hour is usually long enough.) Ask them to return to the discussion room to ask questions and to meet with you and the teachers.

4. Sit with the parents as they observe, so that you can discuss what you have seen together.

5. Return to the discussion room and encourage questions and observations from the parents. Hopefully a teacher can find a few moments to join the group to help you interpret the program.

Time involved: Approximately 15 minutes to gather and orient
Approximately 30 minutes in the classroom
Approximately 45 minutes for discussion

Total - 1½ hours

APPENDIX F (CONTINUED)

PARENT TOPICS AND HOW THEY GREW

Friday Morning Discussion Groups

September 15

A father present. Mothers talk about how nice it is to have a father's opinion at the meetings. Group uses him as a resource person to help them think through ways to involve more fathers.

This father was active in the community action group. He led a discussion of need for community effort in making changes in their neighborhood.

September 22

As this is the beginning of a new year in school, mothers are complaining about late buses (new bus arrangements have been started). Transportation problems are thoroughly discussed. Lunches are also being given at school for the first time this year (hot lunches).

Carryover from previous week of observation brings out interest in visiting children in classes in other schools. Back to difficulties in transportation for parents and children.

October 6

A mother, who is also a member of the O.E.O. Council, needs statements from mothers for a meeting in Doylestown. She asks them what Head Start has meant to them and their children. We record a list for her of their comments.

October 20

I started this one. Brought in lists of developmental descriptions of a 3, 4, and 5 year old. Asked mothers to recall earliest memory as a child. Used this as springboard to talk about what it's like to be 3, 4, or 5.

Digressions - Haloween candy at Head Start party, pros and cons, the problems of aging, because several had seen TV drama "Do Not Go Gentle Into This Good Night;" troubles with their landlord.

October 27

Visit to a Nature, Art Center nearby. This trip had been planned by some of the mothers who had been sketching in an art class at Head Start over the summer. There were supplies on hand for mothers who wanted to sketch. We all saw the art show of local artists and each "chose" a favorite picture, if we could take one home! Those mothers not sketching identified birds in the bird sanctuary and hiked on the nature trails.

November 3

Discussion centered around the high cost of living, especially food. Mothers decided to compare prices in different stores used by families in this area. They developed a list of foods to compare - baby food, soap, coffee, potatoes, sugar, pork,in specific amounts; also gas and oil. (One mother developed a comprehensive report of her budget and gave us permission to send it to the local congressman to reinforce the need for services by families in this area.)

One mother brought in a "Dear Mother" letter some time back, which is sent out by Penn State extension service. Some of the mothers had signed up to be on a mailing list for this monthly letter. I had one sent to our office too and it arrived during the meeting addressed to Head Start Mothers. We opened it on the spot and decided to discuss it next week, after the others had a chance to get theirs in the mail.

November 10

Short discussion of the "Dear Mother" letter, regarding the importance of Father. Included conversation on disagreement which is common about discipline between father and mother. Got off onto trips they would like to take. We recorded quite a long list, some appropriate for the parent group only and some for both children and parents helping on a class trip. Showed slides of the Halloween party and some of parent volunteers in the classrooms.

December 1

Had visitors drop in on us from Homemaking Service in Doylestown, who explained their services to the group. There were some questions and clarification of this service. A mother refused refreshments and told the group about her diet. Interested mothers asked her to bring in the list of calories in foods her doctor had given her. Some also suggested exercises and decided to have an exercise period one-half hour before the meeting on Fridays.

December 8

Calorie mother had sick children and was not present today. Cut "snowflakes" from paper for decorations at Home and School. Discussed children's activities the week at home because of Christmas vacation. Recorded a list of suggestions. Several children cried at being left in the nursery this morning. We discussed differences of opinion about quick versus gradual methods of getting children used to being without mother. Touched on anxiety on part of mother as well as child.

January 4

Looked over a bulletin sent home regarding evening classes at the local high school. Mothers commented on classes they were interested in. They were: Red Cross classes, discussed rescue breathing used by three mothers in this group to revive their young children from near drowning in their swim pools; Driver Training classes, several want to learn to drive and get their license; Self Improvement Classes - this is the first interest shown in any discussion of grooming; High School Equivalency Diploma classes - discussed problems of transportation to these classes. Recorded and printed this information for the Newsletter. Got into a discussion of high school and dropping out and early marriage at the end of the discussion time.

January 19

This is an example of planning, which may or may not work! There was an article featuring the problems of early marriage in the newspaper. Will bring it along and see if they want to discuss this further.

INTRODUCTION

The Social Worker as a Team Member of a School Staff

The Social Worker is Responsible for Intake

The Social Worker and the Casework Load

The Social Worker Develops a Setting for the Establishment of Trust

The Social Worker as a Parent Educator

The Social Worker is Responsible for Evaluation

The Social Worker and the Community

CONCLUSION

Developed with the help of:

Linda Mills, Social Worker,
  Lacey Park School, Warminster, Pa.
Belle Lustig, Social Worker
  Benjamin Franklin School, Harrisburg, Pa.
Ellen McGill, Social Worker
  Central Elementary School, McClellandtown, Pa.
Panel Discussion - February 23, 1968
  Jean Adams, Centennial Head Start
  Louise Samuels, Warminster Day Care,
    Lower Bucks Day Care
January Workshop, Preschool and Primary
  Education Project
Jean Adams, MS Social Work
Barbara Durr, Family Life Consultant

APPENDIX F (CONTINUED)

INTRODUCTION

As participants in a research program, we expect to be asked to try new things, and to find new ways to meet the needs of family, school and community. Therefore, it is not surprising that everyone was asked to make some changes in procedures this year. Adaptability has been required of all members of the research team, administration, social workers, teachers, parents and children. Both the teaching and social work programs this year were vastly different from those used in the project in previous years.

Change comes hard for all of us. In order to change we must concede to some extent that that which one has been doing can be improved upon. Changes have occurred this year, accompanied by the expected trauma of its evolution and the exciting realization of a better method.

The social workers in the project are involved in exploring ways in which a social worker can be an effective member of a school staff with responsibilities for parent education. This has required the conception of a new role for the social worker. The revised concept requires the development of new approaches, new ways, new methods. The traditional social work role was not designed to work in a school setting. Studies show traditional case work methods have not been wholly successful with "disadvantaged" families. As members of a research project we have had the opportunity and obligation to innovate and discover a new concept of the role of social worker in the school.

The Social Worker as a Team Member of a School Staff

All members of the school staff have a common interest. Their goal is the fullest possible development of the child. No one school staff job is more important than another in the implementation of this goal. Rather they are complimentary.

The team includes administrators, teachers, teacher aides, volunteers, parents, social workers, consultants, custodian, nurse, lunch help...all those who contribute to the school life of the child.

The sharing of perspective from the variety of disciplines and background represented in a school staff is invaluable. Each team member needs to know the work of the other. Each team member needs to combine efforts for the sake of the child and his family. Opportunities must be provided for a sharing of views. Meetings of total staff and portions of the staff must be planned regularly.

The social worker can be instrumental in the initiation or enlargement of opportunity for such meetings. She particularly needs to see that teachers feel free to come to the social worker with their questions about individual children, at anytime. The social worker's attendance at regular team meetings is important. The social worker needs to hear teacher reports of unusual behavior, prolonged absences and other indices of possible concern. It has been said that the best indication of the family situation is the child. The teacher who knows the child is often the first to be aware of problems and can alert the social worker to these.

The social worker needs to spend time in the classroom observing children and activities. In addition to a clear understanding of the philosophy of the educational approach, she needs a firsthand exposure to the methods each teacher uses to implement this philosophy in order to effectively interpret the school program to parents. Further, both the social worker and the teacher must discover the family's view of what is happening to the child in school.

The Social Worker is Responsible for Intake

Intake is the important first-step process of bringing the family and school together. The social worker is responsible for the intake of preschool children and of families in special programs such as this project. The intake interview is preferably held at school although it may occur in the home. It is an exploratory process for both the social worker and the family. The social worker uses it as a screeing device, evaluation a child's eligibility and suitability for participation in a specific program. The information given at this time allows for question on the part of parents. In the instance of the research program, it leads to a decision of the parents to place, or not to place their child in the project.

The social worker can offer to teachers and other staff members appropriate information about a child and his family which may help them to gain insight into individual needs. The social worker can help to establish a routine for entry so that each parent and child can visit with the teacher in the classroom before school begins. The family needs to know the teacher as the person who will care for their child. This constitutes the beginning of mutual trust between parent and school. This important step deserves the time and care to schedule young children and their parents, into the classroom one at a time or if this is not feasable for children in K-3, in small groups so that the child, teacher and parent can become acquainted with each other and the school situation. At this time the teacher can personally reinforce the social workers invitation to parents to participate in the classroom.

In some schools, as the social worker becomes aware of needs of individual children, she may suggest that specialists be brought in to observe and/or work with an individual child. This may even be a community or parent volunteer who can give the child a greater opportunity for attention in a one-to-one relationship with an adult. Home visits, necessitated by special situations, parent signatures on forms, and for other reasons also provide opportunities for the social worker to interpret the school program and to reinforce learning in school. This year, in the absence of the Ford Nursery program, the social worker has had fewer new families to enter and is continuing her acquaintance with families who have previously participated in the program.

The Social Worker and the Casework Load

Usually the social worker has far too great a number of families enrolled to consider working with each, or even a very small percentage, on a case work basis. The social worker's interest is the total family. She cannot confine her concern solely to the individual child in the project. The social worker may be able to guide other family members to community agencies for help.

The social worker will become aware of the need for some form of counseling for a portion of her families. Others will benefit from the school experience of the child and the opportunities which the social worker and the school provides for parent involvement. This year, because of the use of discussion groups with parents, much of the case work load has identified itself to the social worker.

It has been suggested that the social worker gives 50% of her time to individual casework with families, and the remaining 50% to the development of a parent education program.

However, these two areas become inter-related and are difficult to separate in practice. Parent discussion groups yield ideas, clues, and opportunities for parent education. It is seen as a short cut to previously lengthy rapport development with individual families. It gives parents and staff a chance to talk together about concerns and makes it possible for the social worker to reinforce the learning experience of the children's school program.

The need for individual casework services often becomes apparent in the conversation. It is not unusual to find a parent recognize a need for services and ask for help from the social worker.

The Social Worker Develops a Setting for the Establishment of Trust

The social worker may be the school staff person who knows the family best, due to her responsibility for intake.

In relationships with indigent families, the social worker often encounters suspicion on the part of clients who have a history of being exploited and surveyed. Most people are wary of anyone who comes into their homes to "help." It takes time to break down hostilities which people have built up as defenses to protect themselves from further exploitation and disappointment. They may have had many experiences with the school and the outside community which have taught them to be distrustful. It is often difficult to win confidence and equally difficult to keep it.

A parent may find it easier to feel close to another staff member, for example, a teacher aide, a neighbor, or a volunteer. The social worker sees this as an appropriate first step to bringing the parent closer to the school. Close consultation between the staff member, who has the parent's trust, and social worker is important. The social worker's training helps her to know when to move into a situation, and when to stay out. She can help the staff person to work appropriately with the parent and help her to lead the parent into a relationship with the social worker if possible.

School social workers are finding that being available at school with many opportunities for informal talk with parents over a long period of time is most helpful. Regular parent discussion groups are seen as a social work tool. With a free open door policy to parents, the school becomes a familiar setting. There is no pressure in these informal gatherings. Parents feel accepted and comfortable. There is time to get to know the social worker and other staff members and each other. In informal group meetings, the beginning process of rapport occurs nicely, easily and naturally. Parents find the social worker as someone they can talk to. Then, when crisis occurs in the family, parents will often seek the help of the social worker.

School social workers find opportunities to work with parents who are augmented by crisis. These become points of entry into casework with a family. With a relationship to trust built up in discussion groups, and with the parent comfortable in the school setting, the social worker is on the spot to enter the situation naturally. The parent is more apt to be able to take the help the social worker can offer.

The social worker must see each situation as different and providing an opportunity for new approaches and new considerations. This requires flexibility on the part of the social worker.

The Social Worker as a Parent Educator

The social worker is and has been a parent educator in her role with parents. Two areas have been used this year to facilitate learning opportunities and expand responsibilities in this area.

A familiarization of the child's school experience is felt to be of value to his parents. Observation of the classrooms have been planned with discussion following. Parents have been encouraged to participate in the classroom as teachers helpers. This kind of program needs continued support for both parents and teachers. The social worker can help parents to arrange for participation and encourage her to try. But essentially it is the teacher who must feel true need for help, the importance of the experience for child and parent and the necessity of making the parents' time at school a happy one.

Teachers will begin to see the need for the help of an additional adult in the classroom as she plans for small group learning with her class.

Parent discussion groups are seen as instruments which facilitate changes in its membership. The social workers are learning to develop and require leadership skills which permit the group discussion to follow the course of the needs and interests of the group. Her topics then come from the group itself and she finds opportunities to underscore, commend, or suggest those attitudes and environmental factors which lead to the educational development of the child.

The Parent Education Program offers parents a new awareness of the child and their importance to that child, opportunities for self-growth, and an awakening sense of community.

The Social Worker is Responsible for Evaluation

Evaluation of parent attitudes and home environment is difficult. The instrument given to social workers to use with parents in the project is Dave's Index of Educational Environment which was administered early in the school year to a random sampling of approximately 20 families. The list is then readministered to the group of parents from that sampling who have been most active in parent education programs to ascertain if this involvement affects their scores.

Records have also been kept of parent participation in the classroom and in school supporting activities. Additional records are kept of meetings, discussion groups and observations led by the social worker. These give us a picture of attendance and provide an opportunity to evaluate what is offered and to plan for further activities.

The social workers feel that the growth they have seen in their project families is not always gathered by the testing instrument. Therefore, each social worker has been encouraged to help observations, anecdotes, comments from parents and descriptive narratives to show the changes they feel have taken place. Though necessarily of a subjective nature, these records state in a very human way the meaning of the parent education program to individual families.

The Social Worker and the Community

The social worker builds relationships with community agencies. She is aware of the services available to her families and makes referrals to them.

Agencies serving our communities are overloaded. References must be made on a case-to-case basis. We feel the pressure of time as we work with our families. Their needs are immediate and services are seldom able to meet them promptly. We feel services need to change in major, sweeping ways. Rather than to accept the inadequacies and insufficiencies of community servies, the social worker needs to work to improve them. Social workers need to ask what can be done to help implement change in community services so that they can begin to really meet the needs of the people. They must work with agencies toward that goal.

Conclusion

The social worker is an important member of the school team which seeks to improve the education of children so that the probability of their continued success in school will be increased. She brings her special skills with families to the effort in an attempt to change the attitudes and behavior of parents so that they will exert a positive influence on the educational development of their children.

KOFFEE KLATCH - SCHOOL Z

In our school in our community, we have what is known to us as "Koffee Klatch." It is a weekly parents' meeting where we gather to have coffee and talk.

Here we have learned how and what our teachers are doing to help our children learn. There are several of our mothers who devote their spare time in the classroom helping as well as learning. We are all grateful to these mothers because it is with their help that my child as well as all the other children can have the attention they need to become better individuals.

There is always a project going on at the "Koffee Klatch." We have had: Art classes, sewing classes, guest speakers, and when the weather permits, we go on trips to many interesting places in our community. Sometimes we just sit around and talk about ourselves and our problems.

Friday morning is not the only day that the coffee pot is going. The parents are always made welcome. There is always someone around to help if we have any problems or questions.

The people on our school staff are very special to us parents. I would like to give my thanks to them for so many rewarding hours.

There is a lot of learning to be had, but most of all it is a lot of fun in learning as we all have learned in our "Koffee Klatch."

Written by

Wanda Fishburn

EVERY FRIDAY MORNING
FREE BABY SITTING

APPENDIX G

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
Harrisburg

SUBJECT: Agenda for Workshop - August 21 - August 25, 1967
Preschool and Primary Education Project

TO: All Ford Foundation Staff

FROM: Beatrice L. McInerney

TIME, DATE, LOCATION

August 21 through August 25, 1967
Holiday Inn-Town, Harrisburg, Pennsylvania

AGENDA

MONDAY - AUGUST 21, 1967

9:00 - 10:30 Setting or Environment for Learning — Bea McInerney

10:30 - 10:50 Coffee

10:50 - 12:00 Oral Language Program
- Conversations
- Unit themes
- Verbal interaction in activity period
  - Teacher - Child; Child - Child
- Story time
  - Dramatizations
  - Re-telling stories
- Picture interpretation
- Music - Rhythms

Madeline Ellsworth
(Former Associate Professor,
Rhode Island State College)

12:00 - 1:00 Lunch

1:00 - 2:30 Language Charts
- Sentence sense and patterns
- Organization skills
- Left to right orientation
- Memory of letter forms and words
- Ability to express ideas orally
- Clarity and depth of thinking

Madeline Ellsworth

2:30 - 4:00 Demonstrations of building language charts
Exhibits of language charts
Practice in writing language charts
by participants — Madeline Ellsworth

TUESDAY - AUGUST 22, 1967

9:00 - 10:00 Book Behavior
Sequence
Importance of reading to children
Reading pictures and memory reading books
How to read stories
(Demonstration) — Bea McInerney

10:00 - 10:20 Coffee

10:20 - 12:00 Experience Charts - (Reading)
Developing initial sight vocabulary
Developing association of beginning
sounds with letters
Developing reading for meaning — Madeline Ellsworth

12:00 - 1:00 Lunch

1:00 - 4:00 A. The Experience Chart as the Initial Reading Material
Provides timely, interesting material
Provides opportunities to judge his
readiness for reading instruction
Demonstrations of building experience charts
and exhibits of charts made by Mrs. Ellsworth's
Kindergarten and 1st Year pupils

B. How to Use Charts to Develop Beginning Reading Skills
Demonstrations of ways to use charts for drill
on sight vocabulary, beginning sound associations,
word discrimination, fluency, word and sentence
meanings — Madeline Ellsworth

WEDNESDAY - AUGUST 23, 1967

9:00 - 10:00 Overview of Ford Program - 1967-1968
Questions — Bea McInerney

10:00 - 10:20 Coffee

10:20 - 11:10 Non-graded Concept
    History
    Organization for (examples)
    Advantages
    Pitfalls
Kathleen Moynahan Garner
(C.A.G.S., Harvard University;
Science Consultant, Lexington, Mass.
Public Schools)

11:10 - 12:00 Science Experiences for Young Children

12:00 - 1:00 Lunch

1:00 - 2:00 Team Teaching
    What is it?
    Organization for (examples) (Space
    (Teachers
    (Children

    Advantages
    Pitfalls
    Question period
Kathleen Moynahan Garner

2:00 - 3:30 Teams from Each School District Work on Problem of Grouping with Hypothetical Roster and
Evaluation
Information
Help from Consultants
McInerney - Garner

THURSDAY - AUGUST 24, 1967

9:00 - 10:00 Training in Auditory Discrimination
    Visual Perception
Bea McInerney

10:00 - 10:20 Coffee

10:20 - 12:00 Materials
    McKee's program for beginning reading skills
        (Records - Master Sheets)
    Demonstration
Dr. Marion Jennings
(Boston College, Professor,
School of Education

12:00 - 1:00 Lunch

APPENDIX G (CONTINUED)

1:00 - 3:00 Materials (continued)
    Bill Martin's Sounds of Language
    Scott, Foresman Open Highways, Gr. 1
    Readiness Kits
        Ginn
        Holt-Rinehart Winston
        American Book — Dr. Jennings

3:00 - 4:00 S.M.S.G. Math — Bea McInerney

FRIDAY - AUGUST 25, 1967

9:00 - 10:30 Parent Education Program
    Rationale
    Types of activities — Barbara Durr (Centennial, Family Life Consultant)

10:30 - 10:50 Coffee

10:50 - 12:00 Parent Education Program
    Role of Social Worker and Teacher
    Material Giving and Lending Center — Barbara Durr

12:00 - 1:00 Lunch

1:00 - 4:00 Ways of Observing and Interviewing Children
    Readiness Check List
    Language Scales
    S.M.S.G. Math Inventory — Bea McInerney

APPENDIX G (CONTINUED)

Commonwealth of Pennsylvania
DEPARTMENT OF PUBLIC INSTRUCTION
Harrisburg

SUBJECT: Agenda for Workshop
Preschool and Primary Education Project

PLACE: Penn Harris Hotel, Harrisburg- Governor's Room

DATE: January 12, 1968 (9:00 A.M. to 4:00 P.M.)

9:00 - 9:30	Coffee--Doughnuts (Renew Acquaintances)
9:30 - 10:30	How to Build a Parent Education Program Barbara Durr, Parent Education Consultant Jean Adams, M.S.W.
10:30 - 11:00	How to Use a Mother Volunteer in the Classroom Kullie Mellor, Preschool Coordinator, Centennial School District (Mrs. Mellor will show and explain film strips that she took of the volunteer program in Lacey Park)
11:00 - 11:30	How to Teach Parents to Work in the Classroom Doris Hays, Beverly Schwartz (Mrs. Hays and Mrs. Schwartz will re-enact an actual orientation meeting that they conducted for parents last fall)
11:30 - 12:00	How to Get Cues Concerning Parents' Needs from Informal Group Gatherings Film "Talking Together" Bank Street College of Education (Barbara Durr and Linda Mills, who recently visited the Bank Street College and talked with many of the parents shown in the film, will contribute some of the highlights of their visit)
12:15 - 1:15	Lunch - Governor's Room
1:15 - 2:00	Early Childhood Education - The State Department's Point of View Charlotte Garman, Early Childhood Specialist, State Department of Public Instruction

APPENDIX G (CONTINUED)

2:00 - 3:00 Findings on the Language Scale Administered to all Children in the Project; Implications of these Findings for Curriculum and Instructional Procedures
Linda Nash and Keith Kershner,
Researchers in Charge of Testing and Evaluation

3:00 - 4:00 Questions, Discussion, Complaints, Sharing Problems and Ideas
Teachers with Beatrice McInerney
Social Workers with Barbara Durr

APPENDIX H

LETTER FROM TEACHER

The philosophy of the Primary Unit is not foreign to me as it was the premise on which my college training was based. But when I graduated and entered the classroom as a teacher I found that none of these beautiful ideas was being practiced. In defense of my having turned my back on these principles, I can only say that I was young and new in the field and very green. I followed example, did as I was told, and soon learned to fall into the groove.

By the time these ideas on education caught up with me again, I must confess I was ill-prepared to accept them, because by now I had formed habits that were difficult to break, much less was I able to change my thinking. One of the hardest things to become accustomed to was the freedom of movement about the room and the noise which accompanies it. I soon learned, however, to tell the difference between noisy noise and busy noise and I am able to bring order out of what I thought would be chaos. Early in the program I had a fear that in the freedom of changing rooms, some child might leave the school. I found that by working the arrangements gradually, it became a sincere interest in doing something in another room that motivated the move and therefore precluded this "taking off" that I had feared. There were a few occasions where a couple of the one-half day children have followed this course of action, but I attribute this to the fact that these particular children were not yet mature enough to be given this broader freedom.

It is a source of great satisfaction to me now to be able to observe these children during a selection period, busily engaged in various activities. Many were solo players in the beginning of the year and now are very much involved in play with their fellow classmates. There is a great opportunity for the development of social habits in the relationship in which it should be taught. These children learn a real regard for their fellows in the pursuance of these activities.

There is opportunity to experiment with many more media than would otherwise be available to them and they are not subjected to doing something in which they have little or no interest just because it is a class project.

This program affords me the chance to know my children as personalities and to give individual help as needed. Due to these large blocks of activity the children are capable of sustained interest in the Language Arts period and much more is accomplished in less time than heretofore.

APPENDIX H (CONTINUED)

I still have moments when I experience some anxiety as to progress in terms of books read and the approaching year's end, and at times like these I have to remind myself that it is the children that are most important and since their learning environment is so much improved and the motivation for learning so high, they will surely reach their potential and without danger of killing their interest somewhere along the way.

If I sound enthusiastic, I can only say that I don't think I will ever again have, what I call for want of a better term, a conventional classroom.

Doris C. Hays